



Black Lives Matter, Climate Change, and Covid-19 Media Study Guides

by EDCP 481 Diploma, Graduate & Teacher Education Students
July 2020

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Preface & Acknowledgements

For the past ten years, each section of EDCP 481 at the University of British Columbia has co-authored a collection of Media Study Guides. This year's text represents the work of a group of 7 diploma and graduate students and 25 teacher candidates enrolled in this Media Studies course in the summer of 2020. The course was designed and taught online by Dr. Stephen Petrina.

This year we focused on Black Lives Matter, Climate Change, and Covid-19. Each group was challenged to write a Media Study Guide that responds to and challenges grades 4-12 students to think about and act on these global problems. The goal is to provide teachers with an engaging resource for use in the classroom. This and previous texts can readily be adopted and integrated into any number of subjects to address Black Lives Matter, Climate Change, and Covid-19. The collection can be adopted as a textbook for Media Studies or Media Education courses in elementary, middle, or high school. This year's authors introduce a range of novel activities and lessons for the students and teachers.

We acknowledge the support of family and friends and the various cultural agents and artists whose images or texts were incorporated into the sections of the book. We hope you are inspired by insights within each section and encourage you to continue learning about media and technology ethics, law, history, methods, practice, and theory. Acknowledgement for Cover images of Black Lives Matter protestors, climate change protestors, and Covid-19 healthcare worker supporters:

<https://www.wnycstudios.org/podcasts/takeaway/segments/black-lives-matter-five-years>

<https://www.climatechangenews.com/2019/03/12/school-climate-strikes-go-global-actions-planned-92-countries/>

<https://www.vicnews.com/news/view-royal-families-thank-hospital-staff-working-through-covid-19-with-colourful-signs/>

Section 1: Black Lives Matter Media Study Guides 8 - 12

Black Lives Matter Media Study Guides: Grades 8-12

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Adaptation of the true events of the Central Park Five Criminal Case by Ana Duvernay

Five teens from Harlem become trapped in a nightmare when they're falsely accused of a brutal attack in Central Park. Based on the true story.



Introduction/Synopsis

When They See Us

A 16-time Emmy nominated series, “When They See Us” illustrates the story of the “exonerated five”—the five Black and Latino young men from Harlem, New York, who were wrongfully convicted as youth in the 1989 Central Park jogger case. Through Ana Duvernay’s powerful portrayal of these men’s shared journey, audiences are able to see first hand the levels of injustice and system racism within America’s criminal justice system. The human lens brought to the dark chapter of these men’s lives is both gutting to watch, but also galvanizing in that it calls forth action against the deeply broken criminal justice system that locks up, scapegoats, and brutalizes black and brown American children with shocking ease and swiftness.

Key Concepts/ Big Ideas

1. Understand that **criminal justice system is not “colorblind”** and functions more like a racial caste system.
2. Understand Marion Young’s **“bird cage” metaphor** in context of structural racism: Only a large number of wires arranged in a specific way, and connected to one another, serve to enclose the bird and ensure it cannot escape.
3. Understand that **every bird cage has a door, and every birdcage can be broken and can corrode**.
4. The punishment of Black individuals largely operates to perpetually marginalize them from mainstream, white society. They will be discriminated against, legally, for the rest of their lives—denied work, housing, education, and public benefits. Unable to surmount these obstacles, most will eventually return to prison. (**Closed circuit of perpetual marginality**).

LEARNING OUTCOMES

Students will be able to....

- **Outcome 1:** Students will be respectful with those who are both different and similar from them while engaging respectfully when discussing topics of race.
- **Outcome 2:** Students will be able to recognize stereotypes that view people as representatives of large groups rather than unique individuals.
- **Outcome 3:** Students will recognize injustice on the individual level (ex. biased language) and injustice at the systemic/institutional level (ex. discrimination).
- **Outcome 4:** Students will be able to express empathy for those who are mistreated because of their identities and clearly see their privilege.
- **Outcome 5:** Students will create and carry out collective action against injustice and biases in the world.

Explanation of Donald Trump's Article:

With the case of the Central Park Five gaining widespread media attention and the rise of national crime rates, Donald Trump ran this full-page advertisement in four New York City newspapers. Even though the Central Park Five were not explicitly mentioned in the ad, the timing of the ad, when they were getting significant media attention, could not be ignored. The use of media to vilify the boys fomented further hate and calls for the boys imprisonment. When asked about the Ad in 2016, Trump stated that "...he had no regrets" but stated since the victim recovered "the death penalty would have not been the appropriate punishment." In addition to this Trump denied the advertisement was racially charged. (Keneally, 2016)



BRING BACK THE DEATH PENALTY. BRING BACK OUR POLICE!

What has happened in our City over the past ten years? What has happened to law and order, to the neighborhood cop we all trusted to safeguard our homes and families, the cop who had the power under the law to help us in times of danger, keep us safe from those who would prey on innocent lives to fulfill some distorted inner need. What has happened to the respect for authority, the fear of retribution by the courts, society and the police for those who break the law, who wantonly trespass on the rights of others? What has happened is the complete breakdown of life as we knew it.

Many New York families — White, Black, Hispanic and Asian — have had to give up the pleasure of a leisurely stroll in the Park at dusk, the Saturday visit to the playground with their families, the bike ride at dawn, or just sitting on their stoops — given them up as hostages to a world ruled by the law of the streets, as roving bands of wild criminals roam our neighborhoods, dispensing their own vicious brand of twisted hatred on whomever they encounter. At what point did we cross the line from the fine and noble pursuit of genuine civil liberties to the reckless and dangerously permissive atmosphere which allows criminals of every age to beat and rape a helpless woman and then laugh at her family's anguish? And why do they laugh? They laugh because they know that soon, very soon, they will be returned to the streets to rape and maim and kill once again — and yet face no great personal risk to themselves.

Mayor Koch has stated that hate and racism should be removed from our hearts. I do not think so. I want to hate these muggers and murderers. They should be forced to suffer and, when they kill,

they should be executed for their crimes. They must serve as examples so that others will think long and hard before committing a crime or an act of violence. Yes, Mayor Koch, I want to hate these murderers and I always will. I am not looking to psychoanalyze or understand them, I am looking to punish them. If the punishment is strong, the attacks on innocent people will stop. I recently watched a newscast trying to explain the "anger in these young men". I no longer want to understand their anger. I want them to understand our anger. I want them to be afraid.

How can our great society tolerate the continued brutalization of its citizens by created misfits? Criminals must be told that their CIVIL LIBERTIES END WHEN AN ATTACK ON OUR SAFETY BEGINS!

When I was young, I sat in a diner with my father and witnessed two young bullies cursing and threatening a very frightened waitress. Two cops rushed in, lifted up the thugs and threw them out the door, warning them never to cause trouble again. I miss the feeling of security New York's finest once gave to the citizens of this City.

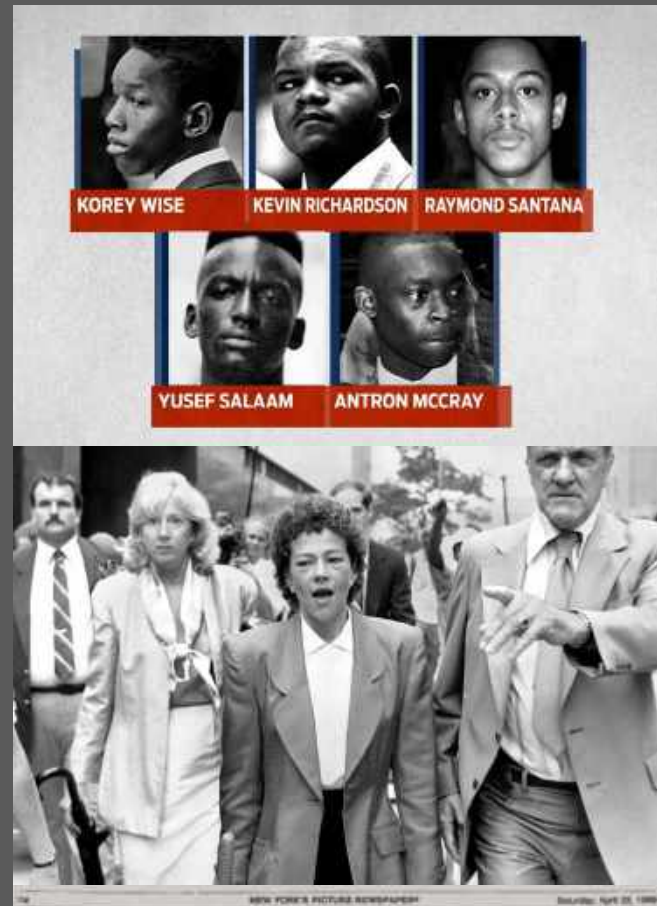
Let our politicians give back our police department's power to keep us safe. Unshackle them from the constant chant of "police brutality" which every petty criminal hurls immediately at an officer who has just risked his or her life to save another's. We must cease our continuous pandering to the criminal population of this City. Give New York back to the citizens who have earned the right to be New Yorkers. Send a message loud and clear to those who would murder our citizens and terrorize New York — BRING BACK THE DEATH PENALTY AND BRING BACK OUR POLICE!


Donald J. Trump

FOCUS QUESTIONS

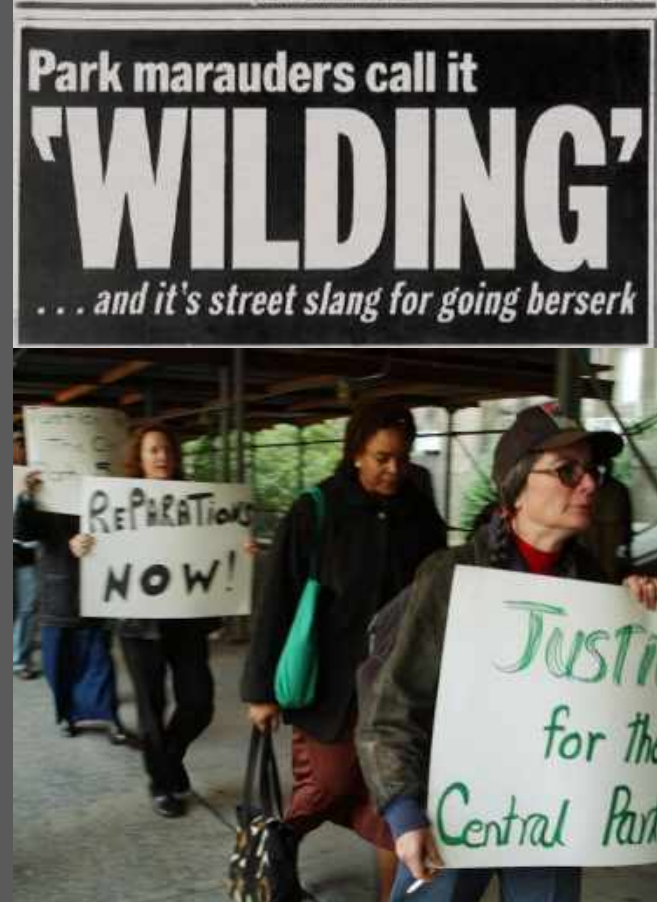
Pre-viewing....

1. What do you know about the Central Park 5?
2. What do you think the title "When They See US" refers to?
3. What is justice?
4. Is the criminal justice system just? What are ways in which it isn't just?
5. What are the different ways in which society is structured to cage certain people in?



Post Viewing....

1. After watching the series what do you think the title "When They See Us" means?
2. What emotions did you experience watching this series?
3. What language did the police use to refer to the boys?
4. How were the boys treated unjustly?
5. In what ways were the boys caged in? What was keeping them trapped?



ACTIVITIES

Activities Against Systemic Racism

Meaningfully taking part in plans of action...

Activity 1: Bird Cage of Oppression Activity

This poem was written by the famous Black poet and civil rights activist Maya Angelou. In this poem she uses a bird as a metaphor for people who are oppressed and 'caged' by many factors in society. In *When They See Us* the main characters are caged in a multitude of ways. For this activity you will label the rungs of the bird cage with different ways in which the Central Park 5 were caged.

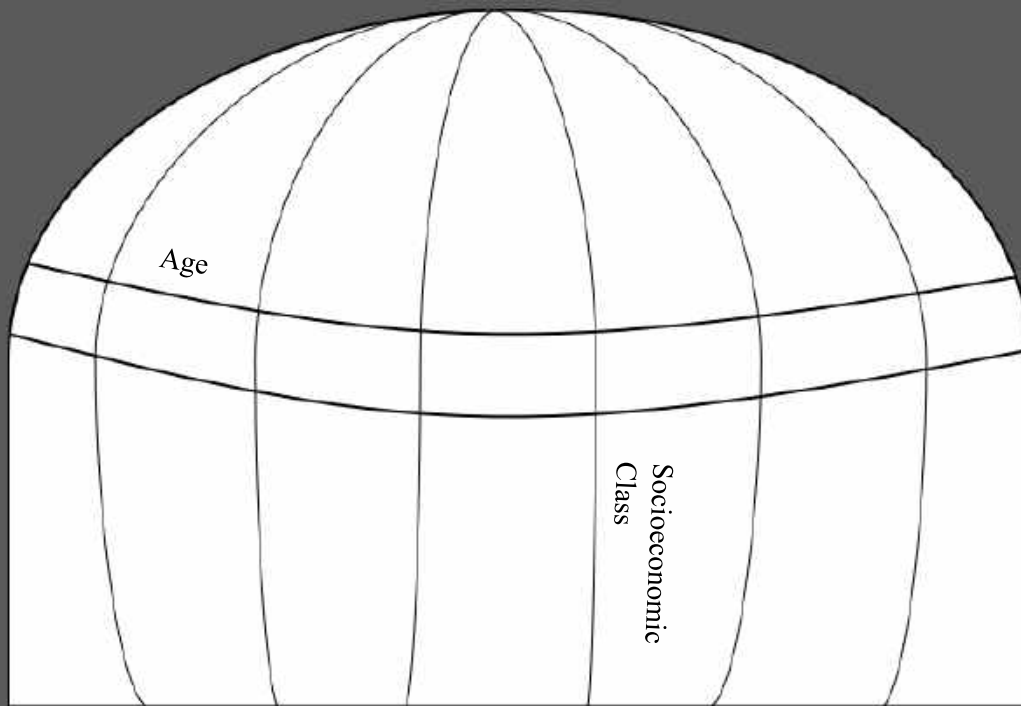
TASK: For this activity you will label the rungs of the bird cage with different ways in which the Central Park 5 were caged.



Excerpt from the poem "Caged Bird" by Angela Davis

But a bird that stalks
down his narrow cage
can seldom see through
his bars of rage
his wings are clipped and
his feet are tied
so he opens his throat to sing.

The caged bird sings
with a fearful trill
of things unknown
but longed for still
and his tune is heard
on the distant hill
for the caged bird
sings of freedom.



Activity 2: Culture Jamming—Speaking Back at Stereotypes

Most North Americans only come to “know” about the people cycling in and out of prisons through fictional police dramas, music videos, gangster rap, and “true” accounts of ghetto experience on the evening news. These racialized narratives tend to confirm and reinforce the prevailing public consensus that we need not care about “those people”; they deserve what they get.

TASK: Create a piece of media (tweet, artwork, TikTok, Instagram post) that “Speaks Back” at these negative stereotypes of Black Americans that dominate our media



Example of Culture Jamming

Cephas Williams—renowned artist—started a project taking portrait photos of 56 Black men in hoodies. He challenges stereotypes by forcing audiences to separate preconceived notions from reality.

The man in the photo (William Adoasi) is not a “gangsta” rather he is an extremely successful CEO of a watch company. He is tired of the negative portrayals of Black men in the media which has real-life repercussions. (Ex. Death of Trayvon Martin)

Sources for Further Study

Resources for teaching about Mass Incarceration

- *Just Mercy: A True Story of the Fight for Justice* (Adapted for Young Adults) by Bryan Stevenson

This book, written by Bryan Stevenson, who is the founder of the Equal Justice Initiative, explores the mass incarceration of black people in America. Through the use of cases that Stevenson worked on, we are able to see the systemic racial injustice that has plagued America for hundreds of years, and continues to do so. The main focus of the cases discussed in the book is of wrongly convicted inmates on death row, though the incarceration of other minorities, women, disabled people, and children convicted as adults are also discussed in depth.

- *The New Jim Crow: Mass Incarceration in the Age of Colorblindness* by Michelle Alexander and Teaching Tolerance's resource *Teaching The New Jim Crow*

This book, written by civil rights lawyer turned legal scholar Michelle Alexander, documents the change in the racial caste system in America, not the disappearance of it. The author explores how incarceration has become a prominent form of discrimination in America.

Teaching the New Jim Crow is a resource that was created to support teachers who are using *The New Jim Crow: Mass Incarceration in the Age of Colorblindness* to teach students about racial injustice. This resource includes lessons that address topics such as slavery as a form of racialized social control, the Jim Crow laws, the war on drugs, and the parallels between mass incarceration and Jim Crow. This teachers guide also includes assessments in the form of both writing and performance tasks.

- 13th (a documentary by Ava DuVernay)

This film, which draws its name from the 13th Amendment, which abolished slavery in America, explores the ideas of race, justice, and mass incarceration in the United States. The film examines the idea that slavery has been perpetuated through arrests of poor freedmen and convict labour, lynchings and the Jim Crow laws, the war on drugs which disproportionately affects minority communities, and mass incarceration of people of colour.

- Online resources from Eastern State Penitentiary's *Prisons Today* exhibit

This exhibit, and the online resources that accompany it, aims to shed light on the changes in the justice system that have led to the mass incarceration of people of colour in the United States. Through the 3D virtual tour, you are able to engage with the exhibit and to learn about mass incarceration in the United States.

**THE
HATE
U
GIVE**

**TWO WORLDS
ONE VOICE
NO GOING BACK**



MEDIA STUDY GUIDE

CALEB BEALE
RAJBIR KANG
ALICIA MARTIN
KIRSTEN RUSKO

ABOUT THE FILM

RATING: PG-13

RUNNING TIME: 133 MINS

GENRE: CRIME/DRAMA

DIRECTOR: GEORGE TILLMAN JR

WRITERS: AUDREY WELLS (SCREENPLAY) & ANGIE THOMAS (NOVEL)

RELEASE DATE: 19 OCTOBER 2018 (USA)

STARRING: AMANDLA STENBERG, REGINA HALL, RUSSELL HORNSBY, & ANTHONY MACKIE

SYNOPSIS



Starr Carter is constantly switching between two worlds - the poor, mostly black, neighbourhood of Garden Heights where she lives and the wealthy, mostly white, prep school that she attends. The uneasy balance between both worlds is soon shattered when she witnesses the fatal shooting of her childhood best friend, Khalil, at the hands of a police officer. He was unarmed. While facing pressure from all sides of the community, Starr must find her voice and decide to stand up for what's right.

(adapted from Wikipedia and IMDB)

LEARNING OUTCOMES

GRADES 7-9

Students will be able to:

- Make ethical judgements about events, decisions, or actions that consider the conditions of a particular time and place, and assess appropriate ways to respond (Ethical Judgement - SS 7, 8, 9)
- Understand the consequences of bullying, stereotyping, and discrimination (PHE 7, 8, 9)
- Recognize how language constructs personal, social, and cultural identity (ELA 7, 8, 9)
- Construct meaningful personal connections between self, text, and world (ELA 7, 8, 9)
- Respond to text in personal, creative, and critical ways (ELA 7, 8, 9)
- Think critically, creatively, and reflectively to explore ideas within, between, and beyond texts (ELA 8, 9)
- Express an opinion and support it with credible evidence (ELA 9)

CORE COMPETENCIES

Focus on Personal & Social:

- I take action to support diversity and defend human rights, and can identify how diversity is beneficial for my community, including online
- With some direction, I can demonstrate respectful and inclusive behaviour.
- I can explain when something is unfair.
- I take the initiative to inform myself about controversial issues.
- I understand that learning is continuous and my concept of self and identity will continue to evolve.
- I can advocate for others.

KEY CONCEPTS

RACISM AND POLICE BRUTALITY

Police brutality plays a large part in Starr's world. Knowing how to behave and act in front of law enforcement can be a matter of life and death. Police brutality and the criminalization of black youth appears early in the movie, when Khalil is shot and killed during a traffic stop. Officer 115 then handcuffs Starr and points his gun at her. This scene sets the tone in the movie that black people, children included, are not presumed innocent at first but are also seen as being threats.

MEDIA PORTRAYAL

After the shooting, the media presents Khalil as a gang member and drug dealer in an effort to rationalize Officer 115's actions. This is evident when Starr goes to the police station for questioning and the detectives ask her about Khalil's drug dealing and gang activities. Officer 115 is described in the media, and through TV interviews by his father, as a good cop who feared for his life. The media's continual focus on Khalil's background as a drug dealer is a way to try and garner support for 115.

POWER OF LANGUAGE

Right from the beginning of the movie, the power of language is an evident theme from the soundtrack used, the lyrics of hip-hop songs, repeating the rules of the 10-Point Plan of the Black Panthers, to Starr's own empowering speech towards the end of the movie. The power of language is used as a means for justice, education, activism and for Starr to stand up for what she believes in by using her voice, the most powerful tool she possesses.

DOUBLE CONSCIOUSNESS

The movie explores W.E.B. Du Bois' notion of "double consciousness" or "two-ness" experienced by Starr seeing herself through the eyes of how society perceives her. We notice this early in the film when Starr states that she feels there are two versions of herself. There is the "Williamson Starr" and the "Garden Heights Starr", and she is not entirely comfortable with either as she has to change her vocabulary and the way she speaks and acts based on where she is.

KEY CONCEPTS

Continued

CYCLES OF POVERTY AND CRIME

The film discusses residents of Garden Heights turning to gangs, drugs and violence as a means to making ends meet. There is a lack of opportunity where jobs are concerned, so many turn to selling drugs to make money to support their family and as a form of protection. Thus begins the vicious cycle of poverty and crime. This is especially evident with Starr's father, Maverick, who was born into a gang lifestyle, and went to prison as a way to escape the cycle.

THUG LIFE

Thug Life is an important underlying theme in this film, especially considering the movie title is taken directly from hip-hop artist Tupac Shakur's explanation of the term. Khalil explains Tupac's definition of Thug Life (The Hate U Give Little Infants F***s Everybody) right before he is killed. Near the end of the film, Starr realizes that continually filling kids' minds with hate, allowing them to witness racism, mass incarceration and police brutality will eventually catch up and affect everyone through anger, conflicts, and shootings.

MOTIFS

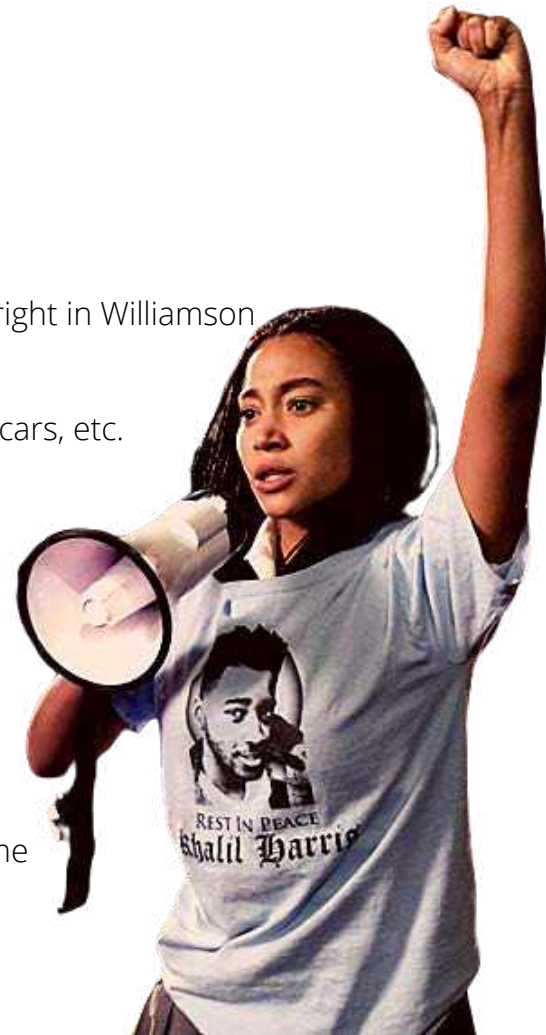
COLOURS Warm and dark in Garden Heights & cool and bright in Williamson

CONTRAST Life in the two communities - houses, buildings, cars, etc.

MUSIC Songs used (mostly black artists except for one)
Pay attention to lyrics

NAMES Significance and meaning of character names,
compare to names of movements (Black Lives
Matter *not* All Lives Matter)

LANGUAGE Slang "makes them [white people] cool, makes me
[Starr/black people] hood"



KEY SCENES

Some scenes are not suitable for grades 7-9, due to explicit language and graphic violence. Showing the following scenes, rather than the entire film, will still portray the key concepts.

1



The "Talk"

8



News Interview

2



Traffic Stop (Before Shooting)

9



Watching News with Friends

3



Police Station

10



Talk with Carlos

4



Back at School

11



Grand Jury

5



Before the Funeral

12



Protest Speech

6



April's Speech

13



Don't Shoot

7



Williamson Protest

14



Closing Scene

FOCUS QUESTIONS

- How is a cycle of hate created and perpetuated? How can it be stopped?
- How and when should an individual speak out against injustice? How does silence allow social injustices to occur?
- How does education help not only an individual but society? How can it be used as a tool to fight oppression?
- Pay attention to the way the media frames Garden Heights in the movie. Post viewing question: If you did not live in or visit Garden Heights, how would media shape your understanding of Garden Heights? What beliefs might you have about that place if you only knew about it through televised media? What are places in Vancouver that are commonly framed in a similar way?
- Describe your reaction to Khalil's murder. What are some other ways that people might interpret that scene and why.
- Starr has to change the way she talks, looks, and relates to people when she goes from Garden Heights (her home community) to Williamson (her school). This change of language is called code-switching, and we see that it leaves her feeling like she is neither welcome in Williamson nor Garden Heights. Reflect on places or social settings in which you feel like you can't be 'yourself' and how this impacts you.
- The movie is edited to have a different colour tone between Starr's time in Williamson (distinctly blue tones) and her time in Garden Heights (red, orange tones). Why do you think the movie was made this way?
- What values, voices or perspectives are highlighted in this film? Which are absent?
- At the end of the movie, Starr is courageous and angry enough to speak out to a large crowd of demonstrators. In this current, real life time, how are people angered by police killings of black people sharing their stories?
- Why is it hard for Starr to see her peers at school "acting black?"
- Starr once says that "Williamson Starr is not confrontational." When her close friend makes a racist "fried chicken joke," Starr avoids confrontation and lets it go. Why?
- Khalil asks "what did I do?" when the police officer pulls him over. Later, at his eulogy, a community activist, April O'Frah, says that "black people can never be unarmed because they see blackness as a weapon." What does O'Frah mean that "blackness" is seen as a weapon?

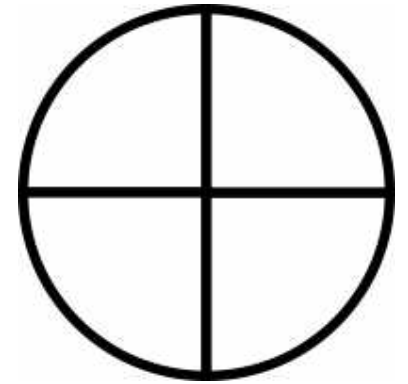


ACTIVITIES

THEME WHEEL

You will be creating a theme wheel that explores four themes from *The Hate U Give* using pictures. Choose your images carefully to make sure they express the themes.

1. Choose four major themes from *The Hate U Give*
2. Find pictures that represent each theme and its connection to *The Hate U Give*
3. Draw a wheel like the one shown on a poster board
4. Label each segment with the theme explored
5. Arrange your pictures into the theme wheel
6. Write a paragraph for each segment explaining why you choose the pictures that you did



FILMCRAFT NOTES

While watching the film, take notes on the following elements and how they create meaning in the film.

- **Sound Elements:** Sound effects, background noise in the scene (e.g. doors creaking, animal noises), soundtrack, music, voiceovers and other sounds put on over the scene
- **Language Elements:** What lines are emphasized? How and what emotions are conveyed?
- **Physical Elements:** (Settings, props, and costumes) Where is the scene taking place physically? What do props and costumes tell us about the time period, about the characters and their standing in society?
- **Camera Elements:** How long does the director stay with shots? How often are there cuts and transitions? When does the camera take the view of a character? When are there close ups and long shots? To what effect?

THUG LIFE

Tupac's music and theory of THUG LIFE features prominently in *The Hate U Give*. Watch the following clips in class and facilitate a discussion about how they relate to the film.

1. Tupac Shakur: "I'm Not A Threat To You Unless You Are A Threat To Me"
 - Themes: Double Consciousness and Identity
2. Thug Life - Cradle To The Grave
 - Themes: THUG LIFE, cycle of poverty, mass incarceration
3. Tupac Shakur: "God Has Cursed Me To See What Life Should Be Like"
 - Theme: Police Brutality

Follow-up: Students find an op-ed or a news article on one of the themes from the Tupac videos. Students will work in small groups and share what they've found.

SOURCES FOR FURTHER STUDY

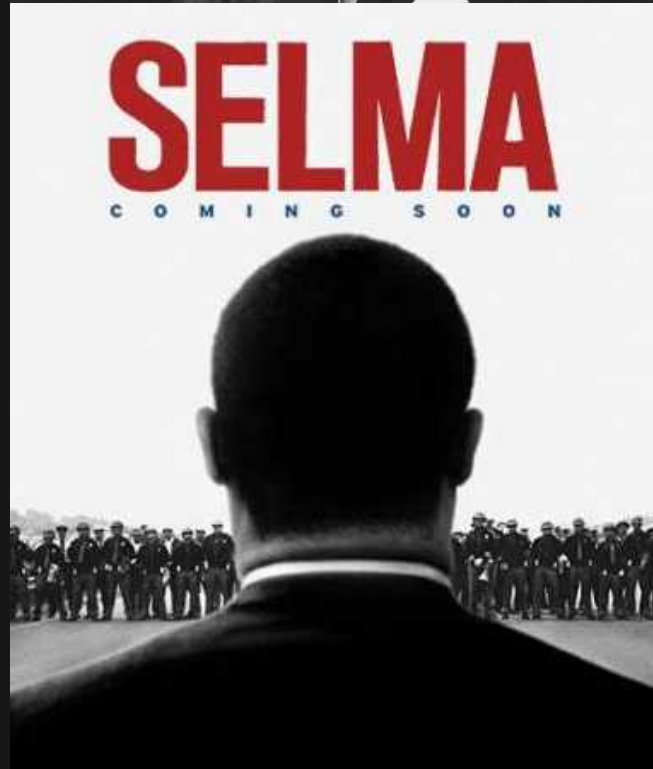
- Ted Talks
 - *How to Raise a Black Son in America* by Clint Smith
 - *Ways to Speak English* by Jamila Lysicott
 - *How to Overcome our Biases? Walk Boldly Toward Them* by Verna Myers
- Black Lives Matter Website
- The Rose that Grew from Concrete by Tupac Shakur + his other poems
- *On the Come Up* by Angie Thomas (follow up novel to *The Hate U Give*)
- Mother to Son by Langston Hughes
- Letter to My Son by Ta-Nehisi Coates
- The Black Panthers' 10 Point Program
- Other examples of police brutality (LA Riots of 1992, Rodney King, George Floyd)
- *How Can We Win* by Kimberly Jones (video)
- Black Lives Matter Statement on Surrey Police Brutality Incident (news article)
- I Wish I Knew (What It Would Feel To Be Free) by Nina Simone
- Beyonce at Super Bowl Halftime Show 2016
- 'Policing The Police': How The Black Panthers Got Their Start (podcast)

Images used in this document are sourced from IMDb or from the film



Media Study Guide

#BLACKLIVES MATTER



GRADES: 11TH & 12TH

FILM: SELMA

Brandon Thicke

Sonia Huda

Introduction

#BlackLivesMatter was founded in 2013 in response to the acquittal of Trayvon Martin's murderer. Black Lives Matter Foundation, Inc is a global organization in the US, UK, and Canada, whose mission is to eradicate white supremacy and build local power to intervene in violence inflicted on Black communities by the state and vigilantes. By combating and countering acts of violence, creating space for Black imagination and innovation, and centering Black joy, we are winning immediate improvements in our lives.



Learning Outcomes:

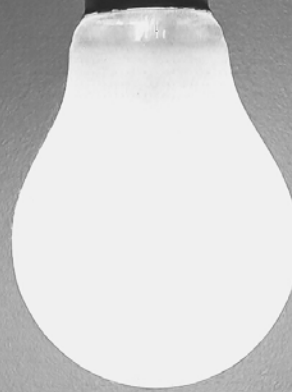
- Media can play a critical role in creating awareness and calling viewers to move towards a socially just society
- Historically structures of powers and individuals have oppressed black people

Big Ideas

- The exploration of story deepens our understanding of diverse, complex ideas about identity, others, and the world.
- The causes of social injustice are complex and have lasting impacts on society.
- Social justice initiatives can transform individuals and systems.
- Individuals have rights and responsibilities as global citizens.

Key Concepts

- Construct meaningful personal connections between self, text, and world
- Explain why people, events, or places are significant to various individuals and groups
- Make value judgments about events, decisions, or actions, and suggest lessons that can be learned



Focus Questions:

- What role and responsibilities does the media have towards its viewers?
- Why and how do structures oppress?
- What are the causes of social injustice against black people?
- Why does #blacklivesmatter movement matter to me?
- What role can I play in promoting socially just society?

Activity 1: Intersectionality

Learning Outcomes

- Understand that societies privileges and oppresses people based on where they fall under intersecting axes
- Evaluated individual privileges and oppression
- Reflect on individual roles in eliminating oppressions in our societies



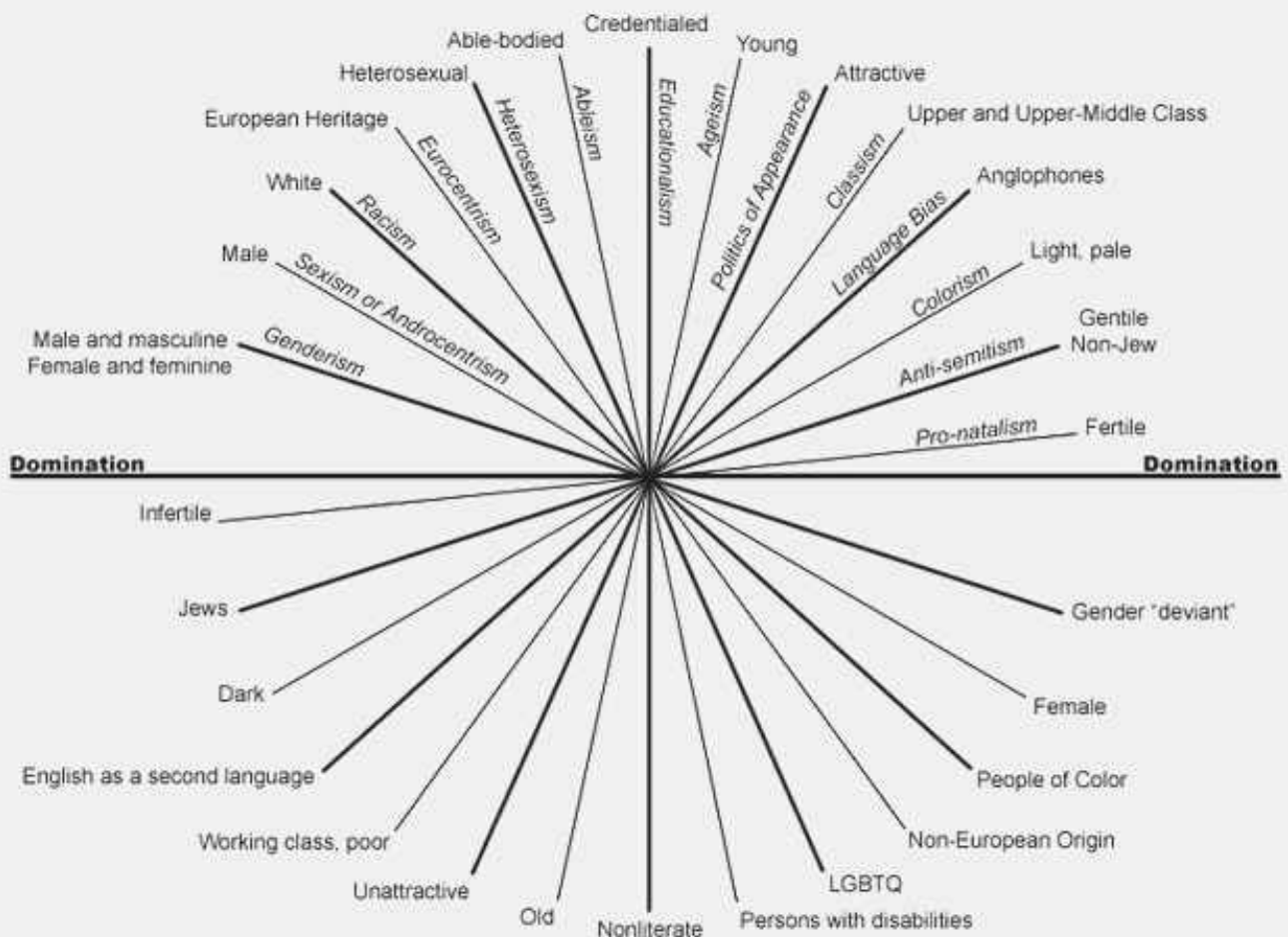
Think Pair Share

- A memory when you were treated differently
 - How did it feel?
 - Why do you think that you were treated differently?
 - What does a fair treatment look like?
- A memory when you witness someone else being treated unfairly?
 - How do you think the person may have felt?
 - Why do you think they were discriminated against?
 - How can we create a fair society?

Ask students to circle where they see themselves on the axes of intersectionality

Intersecting Axes of Privilege, Domination, and Oppression

Adapted from Kathryn Pauly Morgan, "Describing the Emperor's New Clothes: Three Myths of Educational (In)Equality"
The Gender Question in Education: Theory, Pedagogy & Politics, Ann Diller et al., Boulder, CO: Westview, 1996.



Debrief

- What have you learned about yourself?
- How do you think you treat people on the other side of the wheel from you?
- What role do you play in promoting privilege and oppression?
- What role does our societal structures play in promoting privilege and oppression?
- How have these privileges and oppression developed historically?

Activity 2: Film SELMA

A FILM BY LEE DANIELS

SELMA

*"Oh, deep in my heart, I do believe
we shall overcome someday."*



TITLE: SELMA

RATING: PG-13

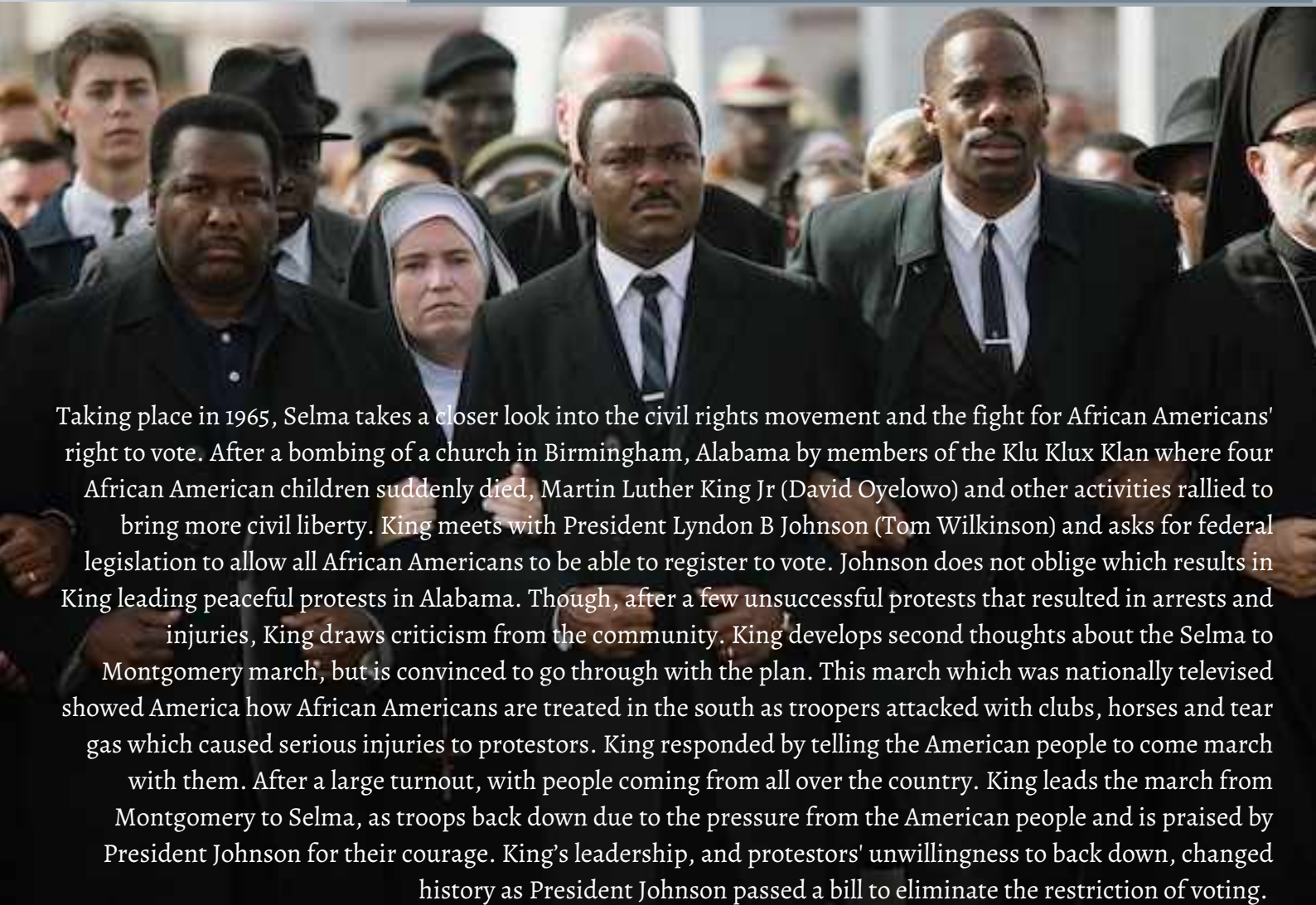
RUNNING TIME: 128 MINUTES

DIRECTED BY: AVA DUVERNAY

PRODUCTION COMPANIES: PLAN B ENTERTAINMENT

DISTRIBUTED BY: PARAMOUNT PICTURES

RELEASE DATE: JANUARY 9, 2015



Taking place in 1965, Selma takes a closer look into the civil rights movement and the fight for African Americans' right to vote. After a bombing of a church in Birmingham, Alabama by members of the Klu Klux Klan where four African American children suddenly died, Martin Luther King Jr (David Oyelowo) and other activities rallied to bring more civil liberty. King meets with President Lyndon B Johnson (Tom Wilkinson) and asks for federal legislation to allow all African Americans to be able to register to vote. Johnson does not oblige which results in King leading peaceful protests in Alabama. Though, after a few unsuccessful protests that resulted in arrests and injuries, King draws criticism from the community. King develops second thoughts about the Selma to Montgomery march, but is convinced to go through with the plan. This march which was nationally televised showed America how African Americans are treated in the south as troopers attacked with clubs, horses and tear gas which caused serious injuries to protestors. King responded by telling the American people to come march with them. After a large turnout, with people coming from all over the country. King leads the march from Montgomery to Selma, as troops back down due to the pressure from the American people and is praised by President Johnson for their courage. King's leadership, and protestors' unwillingness to back down, changed history as President Johnson passed a bill to eliminate the restriction of voting.

Pre-film viewing Discussion

- What does racial inequality mean?
- What are some ways to eliminate oppression?
- How might protest be an effective method to bring about change?
- What do you know about Martin Luther King Jr?
- What was life like in the 1960s for black people?
- How did structures of power affect black people?

Learning Outcomes:

- Understand civil right movement in its historical context
- Understand and articulate the impact of peaceful protest
- Identify forms of oppression against blacks in America
- Analyze connections between civil rights and #blacklivesmatter movement

Post-film viewing Discussion

- How did the film Selma make you feel?
- What impact did the cinematographic have on your view?
- How was life like in the 1960s for black people?
- Why was the role of youth critical in the film Selma?
- What was the impact of the civil rights movement?
- How do black people continue to be oppressed after Selma?
- Why was there a need for #blacklivesmatter movement?
- What role can each one of us have in promoting social justice?



Activity 3: Create a Video

Learning Outcome

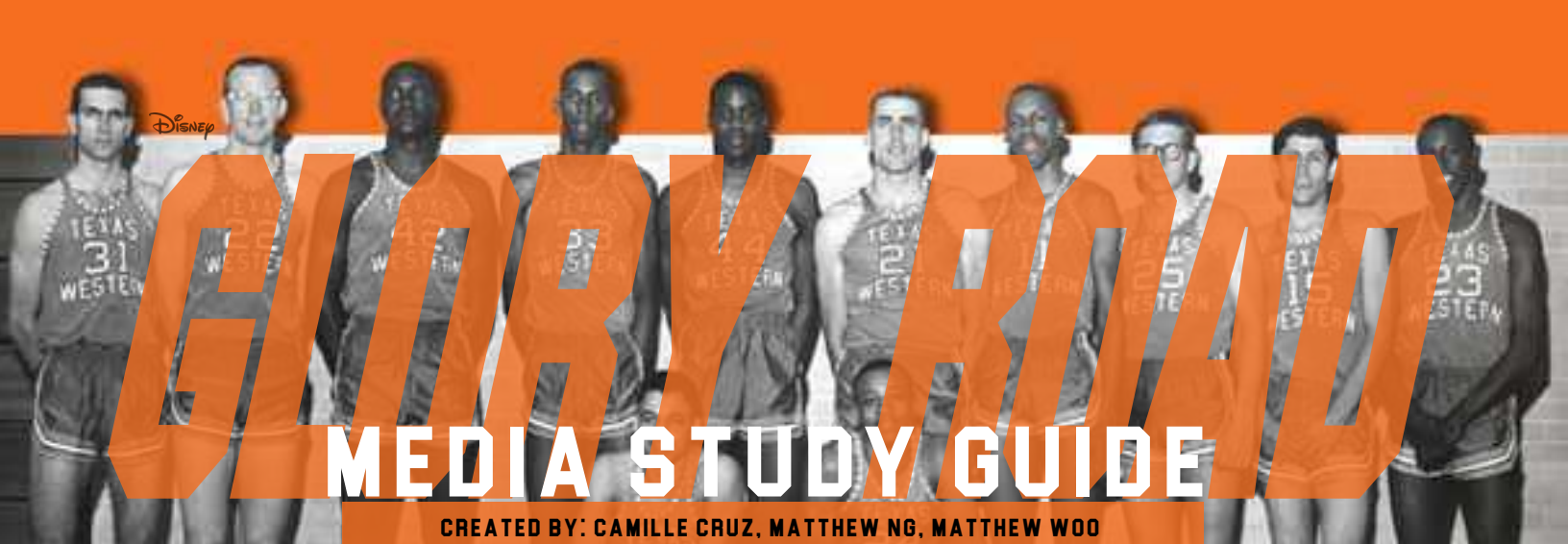
- Articulate the impact of oppression on an individual
- Examine their role in promoting social justice
- Create socially conscious story using media tools

Instructions:

- Inspired by film *Selma*, ask students to create a video capturing an experience of oppression. It can be a personal narrative or of another individual.
- Students will be asked to give background information of the event as well as how it made the person or community feel. If applicable, the aftermath of the event (legislation changes, reform, fines, apology, protests, etc)
- Choice of format for the video
 - Interview
 - Newscast
 - Public Service Announcement
 - Heritage Minute

Sources for Further Study

- Black Lives Matter explained: The history of a movement
<https://www.youtube.com/watch?v=YG8GjLLbbvs>
- Brown eyes and blue eyes racism experiment children session - Jane Elliott <https://www.youtube.com/watch?v=oGvoXeXCoUY>
- 13th <https://www.youtube.com/watch?v=krfcq5pF8u8&t=2s>
- <https://blacklivesmatter.com/>
- Slave trader's statue in Britain replaced by Black Lives Matter protester <https://globalnews.ca/news/7178302/slave-trader-statue-replaced-black-lives-matter-protester/>
- Black Lives Matter and the trap of performative activism <https://www.aljazeera.com/indepth/opinion/black-lives-matter-trap-performative-activism-200619101229767.html>
- America's Long Overdue Awakening to Systemic Racism <https://time.com/5851855/systemic-racism-america/>



Disney

GLORY ROAD

MEDIA STUDY GUIDE

CREATED BY: CAMILLE CRUZ, MATTHEW NG, MATTHEW WOO

INTRODUCTION

Glory Road (2006) is set in 1965-66 at a time of social and political change surrounding Dr. Martin Luther King's campaign for civil rights. Despite a budget, newly appointed Coach Don Haskins struggles to field a team which he feels is competitive enough to win until he notices the talent and skills of an under-appreciated black athlete. Haskins forms a team mixed with Caucasian and black players. Amidst waves of backlash, hatred, and national racial disapproval, Haskins led the first all-black starting 5 players lineup for a college basketball team, as well as to a NCAA tournament.

MAIN LEARNING

MAIN LEARNING OUTCOMES

- Understanding Segregation, inequality of Black lives then, and today
- Understanding Ideas of Privilege
- Social justice movements can happen anywhere
- Sports can be a vehicle for social justice
- Racism is REAL. It is lived.

TITLE: Glory Road (2006)

RUNNING TIME: 118 minutes

RATING: PG

DIRECTOR: James Gartner

STARRING: Josh Lucas, Derek Luke, Jon Voight, Austin Nichols

PRODUCER: Jerry Bruckheimer

SCREENPLAY BY: Chris Cleveland, Bettina Gilois, Gregory Allen Howard

BASED ON: Glory Road by Don Haskins and Daniel Wetzel

STREAM ON: Disney+

KEY CONCEPTS

KEY CONCEPTS/BIG IDEAS

Research and Information Literacy: Students apply digital tools to gather, evaluate, and use information

Critical Thinking, Problem Solving, and Decision Making: Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources

Digital Citizenship: Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior

Communication and Collaboration: Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others



FOCUS QUESTIONS

- Why was the team more effective when Coach Haskins allowed players to 'play their way'? What did Coach learn about this experience?
- Both white and black players were threatened throughout the film. How does the Texas Western team respond?
- How do sports drive social justice movements? Why are they effective?
- At the time in 1965-66, what would be the political views and risks for integrating black lives in a sports program?
- Share how racial inequality is still an issue today with some examples. Come up with questions that you can ask to your government officials.



MOVIE CONTENT

Meeting Bobby Joe Hill (7 mins 19 secs)

- Coach Haskins responds to Bobby Joe Hill (BJH) thinking that he's only recruiting him to be their token Black player "I don't see colour, I see quick and skill and that's what you have"
- We need to know that in today's society we cannot say "Coloured" and we would not acknowledge that we do not see colour as this is also ignorant to say.



Basic Fundamental Basketball (29 mins 18 secs)

- BJH gets a steal and then proceeds to do a behind the back move before scoring a basket. Coach Haskins says "The circus has come to town... What are you doing son?", BJH responds with "I'm just playing my game". Coach Haskins then responds back with "We play my game here. All that other stuff's just insecurity. Great players make simple, basic, easy plays. Showboating's just nothing but insecurity"
- Coach Haskins compares any "fancy moves" to the circus and insecurity, what we also see is these racist comments towards only the Black players on the team as they are the only players that "showboat or do these fancy moves"
- Coach Haskins is trying to assimilate this team into a team that is comparable to the predominately white NCAA league.
- The next scene shows the team heading to the locker room, BJH says "I don't need this, man" and Coach Haskins is following behind him. BJH: "This ain't basketball, you're killing us". Coach Haskins: "Well, from where I'm standing, you don't got much to bargain with"
- In this scene, Coach Haskins talks down at BJH with this higher power, authoritative stance proceeds to think he knows better than all his players.

White Privilege (1hr12min27secs)

- Context: After a game in Dallas, the Miners head back to their Motel Rooms and the Black Players find their rooms with racial slurs painted in blood on the walls (1hr 07mins 28secs)
- After their first loss of the season in Seattle, the scene starts with the team arguing in the locker room.
- Orsten Artis (OA): “You think basketball is everything, Coach and that’s easy for you to say. But you don’t have redneck crackers in your face all the time”
- Harry Flournoy (HF): “You don’t get it, non of you white boys do, because you don’t have people breaking into your room throwing blood on your walls, shoving your head in toilets”
- Jerry Armstrong (JA): “It’s not us”. HF: “White is White” JA: “You think its easy being on this team? Taking a backseat to you everyday? We came to play basketball just like you guys. Now its like we don’t even count. We’re the minority! HF: “I have been the minority every day of my life and you’re crying because you spent the last few months in our shadows?”
 - The White players on the team are unaware of the differences that they face compared to the Black players—this is White Privilege.
 - The white players think they are treated unfairly taking a backseat to the Black players while the Black players through systematic racism
 - If we look at 1966 vs 2020 BLM movement—people are still not realizing their white privilege 64 years later



ACTIVITIES

Black Lives Matter Meme

- Create a meme that relates to one of the underlying topics of BLM/Racial Issues
 - Using a Meme Generator (Pre-Approved by the teacher)
 - The meme needs to be appropriate, and students need to understand that the classroom is a safe and brave place to share thoughts prior to this activity (Digital Citizenship).

Compare & Contrast Racism Cartoon

- Brainstorm similarities and/or differences of race during the era of glory road(1966) and present.
- Draw a Cartoon that demonstrates those similarities or differences
 - How does racism occur then compared to now and how is it dealt with?
 - Are there more differences than similarities or vice versa?
 - Cartoon can be one image or be made into a comic strip.

The Basketball Privilege Shot

- Everyone starts on the half court line of a basketball court with a ball.
- The teachers ask questions or statements and if they answer yes they get to take one step forward towards the hoop.
- Questions and statement examples:
 - I do not have to worry about my next meal, parents can afford a tutor, I do not need to work to help the family, both parents maintain a healthy relationship at home, and I call the police for help, etc.
- After all the questions, you get them to shoot the shot. Ideally you would want some to be really close to the net so they can score easily but your closing statement should have everyone observe where they are in relation to each other. Have everyone understand their privilege in relationship to others but reassure the people further back they are able to score. It is just that some have a harder time than others and everyone needs to recognize that.

Digital Timeline

- Create a digital timeline of turning points of racism and activism in sport from Glory Road (1966) until now

FURTHER STUDIES

FURTHER STUDIES

Here are some sources to learn more about the Black Lives Matter movement in Professional Sports.

Out next steps is to continue to fight Systematic Racism and acknowledging our privilege: Be proactive by educating ourselves, educating each other, and learning from our mistakes to then work to become Anti-Racist.



Protest and Advocacy in Sport

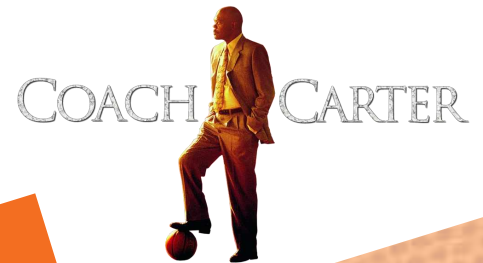
<https://theundefeated.com/features/athletes-and-activism-the-long-defiant-history-of-sports-protests/>

Lebron on Black Lives Matter

<https://www.youtube.com/watch?v=c01AltZB4Zo>

Colin Kaepernick taking a Knee

<https://www.independent.co.uk/news/world/americas/us-politics/taking-a-knee-national-anthem-nfl-trump-why-meaning-origins-racism-us-colin-kaepernick-a8521741.html>



MOVIES TO WATCH

The Express: The Ernie Davis Story (2008) | Rent or Buy on YouTube

Remember the Titans (2000) | Stream on Disney+

The Blindside (2009) | Stream on Netflix

Coach Carter (2005) | Stream on Netflix

42 (2013) | Rent or Buy on YouTube

Ali (2001) | Rent or Buy on YouTube



Understanding Police Violence towards Black Communities through Brooklyn Nine-Nine



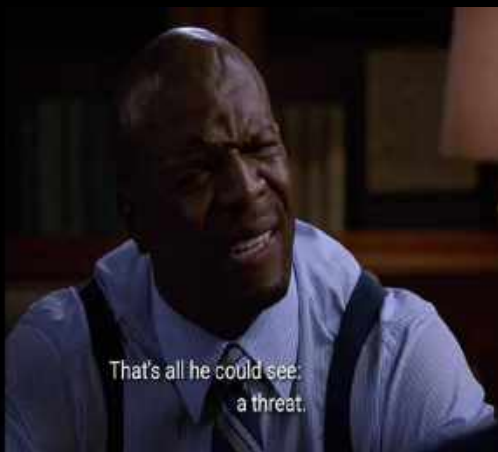
**Guide by: Jacky Tran
and Courtney Block**

Learning outcomes

- (1) Determine and assess the long- and short-term causes and consequences, and the intended and unintended consequences, of an event, legislative and judicial decision, development, policy, or movement (*cause and consequence*)
- (2) Make reasoned ethical judgments about controversial actions in the past or present after considering the context and standards of right and wrong (*ethical judgment*)
- (3) Assess the justification for competing accounts after investigating points of contention, reliability of sources, and adequacy of evidence, including data (*evidence*)



Big ideas



- (1) Individual worldviews shape and inform our understanding of Social Justice issues
- (2) The causes of Social Injustices are complex and have long-lasting impacts on society
- (3) Laws and systems can maintain status quo and can also be a force for change

Introduction

This study guide is to accompany the Brooklyn Nine-Nine episode *Moo Moo* has (Season 4, Episode 16) and has been written for senior secondary students. This guide provides learning opportunities for students enrolled in Social Studies, Law Studies, Social Justice and Media courses.

Episode synopsis: *Moo Moo* is an episode from the fourth season of television police sitcom *Brooklyn Nine-Nine*. *Moo Moo* received positive reviews from critics, with many praising Terry Crews' performance as a Black man (Terry) who gets stopped by the police one night as he is searching for his daughter's blanket (nicknamed Moo Moo) in the back of the family car. Terry confronts the officer the next day. The officer apologizes for the near arrest but confirms to Terry that he was profiled and almost arrested for being black and in the neighbourhood.

Studying racial injustice through *Moo Moo*: The episode uses comedy to touch on themes of racism, social injustice, and discrimination towards black people at the hands of the police. As Terry's colleagues are predominantly caucasian when Terry announces the news of his near-arrest many of his colleagues are unable to understand the complexities of the situation. Likewise, Jake acknowledges his privilege in not being profiled as a white man in comparison to Terry who is a black man. This episode discusses the daily experiences and struggles black people have to face when dealing with the police, navigating the legal system and their personal lives, and racial gaslighting.



Before watching:

- Define the terms *prejudice* and *discrimination* in your own words. What are the differences between these two terms?
- How would you describe what racial profiling is?
- Can you identify a time where you felt targeted due to your physical appearance?
- Reflecting personally, do you feel safe around police officers? Why or why not?
- What is your understanding of the Black Lives Matter movement?

After watching:

- Are you aware or can you provide any examples that you know that are similar to Terry's experience?
- What was problematic during the officer's apology with Terry at dinner?
- Describe the feelings you felt when Terry explains his situation to his peers, when he confronted the officer, and when he talks to his boss Holt. Did your feelings change or stay the same?
- While this is a comedic sitcom it touches upon important issues. What messages can you find in this episode that pertain to policing, race, and social justice?
- Can serious topics such as racism be discussed effectively through comedy?



Supplemental activities

- I) Compare Andy Samberg's character (Jake) and Terry Crew's character (Terry) and their interactions with the police identifying and using terminology such as privilege, racial profiling, and discrimination. Imagine and describe how the interaction between Jake and the police officer might appear if it was Jake instead of Terry looking for the Moo Moo.
- II) Using the episode and other relevant sources, provide a detailed response to someone who says "All or Blue Lives Matter". Make sure you provide evidence for your statements.
- III) Pretend you are in Jake and Amy's position. In your own words, write how you would respond to Terry's children's questions about their father's encounter with the police officer.
- IV) Write a letter to Officer Maldack and the New York Police department regarding Officer Maldack's actions and response to Terry. Identify and provide developed critiques as to why Maldack's actions were problematic.
- V) Research a real-life example of police brutality or profiling towards a black person. Provide a brief summary of the events that occurred and the police force's response. Provide 1-2 ways that you as a citizen can advocate or provide support to the victims of police violence.



Supplemental resources

The shooting of Trayvon Martin:

<https://www.history.com/this-day-in-history/florida-teen-trayvon-martin-is-shot-and-killed>

Ontario Human Rights Commission on Racial Profiling by Police:

<http://www.ohrc.on.ca/en/under-suspicion-concerns-about-racial-profiling-police>

Racial Divide in Attitudes Towards the Police - Analysis of Public opinion towards Criminal Justice policies:

<https://www.opportunityagenda.org/explore/resources-publications/new-sensibility/part-iv>

Mapping Police Violence: <https://mappingpoliceviolence.org>

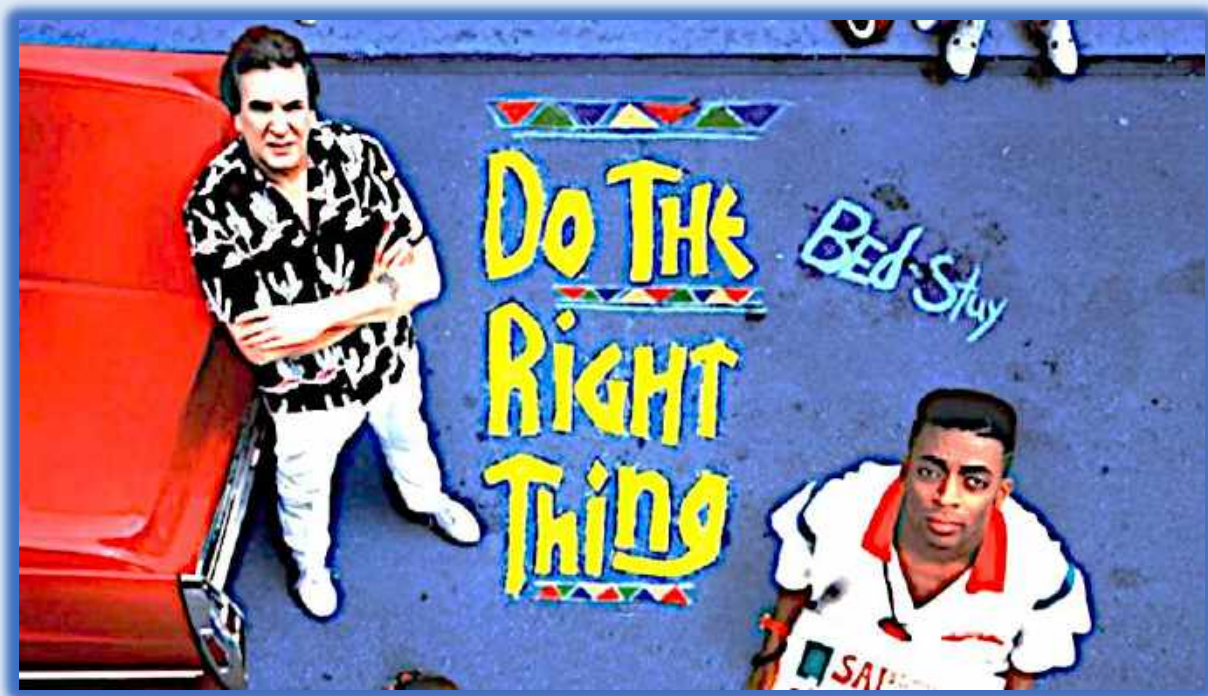
Additional films to watch

The Blood is at the Doorstep (2017): After Dontre Hamilton is shot 14 times and killed by police in Milwaukee, his family embarks for answers, justice, and reform. The movie details what occurred that night between the police officer and Hamilton during that fateful encounter. This story explores the journey Hamilton's family experiences and how they used the loss to turn into protestors and use their voice to hopefully save more lives and advocate for systemic reforms.

The Hate U Give (2018): A Black high-school girl named Starr witnesses the shooting of her childhood friend Khalil by a police officer. Facing pressure from all sides Starr finds her political voice and identity to stand up for what is right. This film also addresses the additional 'tips' Black children must keep in mind when dealing with the police and the streets.

If Beale Street Could Talk (2019): This story follows a black couple Fonny and Tish whose life is changed when Fonny experiences repeated racism from the police force. Fonny first is almost arrested by a racist cop until a white woman steps in. In Fonny's second encounter with the police he is arrested wrongfully for a false rape charge. Tish and her family attempt to clear Fonny's name and provide his innocence while trying to fight an unjust and uncaring legal system.





Media Study Guide

Grade 11-12

Release Date: 1989

Parental Rating: R

Run Time: 2 Hours

Director: Spike Lee

**Production: 40 Acres and a Mule
Filmworks**

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Introduction

Perhaps Spike Lee's greatest work, "Do The Right Thing" was ahead of its time in portraying the rising racial tensions in Brooklyn New York during the 1980's. The film is centered around the protagonist Mookie (played by Spike Lee), a pizza delivery man working for an Italian Pizzeria in a predominantly black neighborhood. The movie is a masterpiece in producing a rising tension and this tension takes the form of a racial and classists struggle over a 24 hour period on the hottest day of the year in Brooklyn. The story follows the lives of many characters in the Brooklyn neighborhood and these characters intersect in a provoking and sometimes funny way. The primary reason for the tension is a seemingly trivial wall of fame at the local Italian pizzeria which sits in a primarily black neighbourhood and yet exclusively hosts photos of Italian Americans without a single black celebrity present. When one of the characters "Buggin' out"

raises the point to the pizzeria owner Sal the stage is set for a clash between the Italian American owners, the black clientele, the Korean corners store owners, and the police. The movie uses its rich diaspora of character archetypes to tell an important story on the clash of race and values within an urban space. The film's title comes from its lead characters decision to throw a trash bin through the pizzeria window and the ensuing riot which takes place. Director Spike Lee has suggested this may represent the divide in strategy between Malcolm X and Martin Luther King in determining how best to combat racism.



Central Themes

Racism

The central idea that drives conflict and thus plot in the film is racial tension. Brooklyn is truly the perfect setting for “Do the Right Thing”

segregation and representation are extremely important to the plot. The tensions within the neighbourhood are exasperated by the fact that it is the hottest day of the year. In a primarily black neighborhood, is a private

“Is a private business responsible for being representational of the people it serves?”

because it's innately linked to immigration. NYC has always been associated to immigration and the American dream and the movie plays on both of these concepts to place a diversity of characters within one neighborhood. The ideas of

business responsible for being representational of the people it serves? Should black urban neighborhoods formed from segregationist practices strive to be independent from white neighborhoods?



Community

Characters

The script relies on several character archetypes to give the neighbourhood its sense of



community. These characters are often formed on very specific dichotomies. For example, Radio Raheem's character is portrayed as a revolutionary and each time he appears he is playing the song “fight the power” from his radio. . Mookie is

a savvy street-smart pizza delivery man who is well liked in his community and seems to have his fingers on the pulse of all the other community members. He is also an absent father who rarely sees his son and who resents the fact his son has a latino name. Sal is an Italian restaurant owner who holds

openly racist views and in the views of some of the film’s characters “occupies” a storefront in a predominantly black neighborhood. Sal has two sons, Vito and Pino, who represent two very different approaches to dealing with the black clientele. Pino resents being one of the last Italian families in the neighborhood

where Vito befriends Mookie and several of the black customers. There are several more generic characters such as the neighborhood drunk and the neighborhood watchful maternal figure who interact to give the community a more authentic feeling.

“He has several monologues on the importance of hate and love and it is he who is ultimately the victim of hate.”

Peaceful vs Violent Protest

The underlying issue of racism and representation is confronted by two different schools of thought throughout the film. At the end of the film these are addressed as representing the ideologies of Malcolm X and Martin Luther King. These two men had conflicting views on the role of violence in fighting oppression and their different beliefs regarding this are quoted at the films end. The film raises important questions. Is Buggin' out just in his

view that the wall fame of a private restaurant

owner should be diverse? Does this issue justify protest or boycott? Is Mookie protecting Sal or destroying a symbol of oppression when he throws the trash can through the restaurant window? The answer to some of these questions would determine where you may align with the beliefs systems of Malcolm X and Martin Luther King.



Focus Questions

1. At a crucial point of the film Buggin' out and Sal have a confrontation regarding the wall of fame. Buggin' out claims that the wall should have some black people on it since it is in a primarily black neighbourhood. Sal replies that it's his wall and he can put whatever he wants on it. He says that if Buggin' out dislikes the wall he should start his own restaurant and have his own wall of fame. Which argument do you agree with? Should the restaurant be compelled to represent all the members of its community on the wall? Is the act of exclusion on its own racist?
2. Why do you think Mookie threw the garbage can through the window at the end of the movie? Describe his motives.
3. Sonny, the Korean grocery store owner across the street from Sal's is confronted by the group burning down Sal's near the end of the movie. Sonny says the line "You, me. Same". Explain what you think Sonny is trying to say. Why do you think this is important? If you do not think it is important, explain why.
4. Vito and Mookie are having a conversation about Vito's favourite athletes and musicians; they are all black. Vito says to Mookie "they're black, but not really black. They are more than black". Explain your thoughts on this statement and why this type of thought is dangerous.

Activities

The Wall of Fame

The wall of fame in “Do the Right Thing” is the centre of a massive controversy that escalates into a fatal conflict. The Wall is representative of what the pizzeria considers to be worthy and famous figures. Your job for this activity is as follows:

1. Come up with three sets of criteria that would warrant someone worthy of your own wall of fame.
2. List ten people who fit this criteria and who qualify for your wall of fame.

After students create their own wall of fame, have them answer the questions below.

3. Is there any group of people missing from your wall of fame? Why do you think this may be?

Role Play

In groups of 3-4, pick a few people to play the role of Sal and Vito. The other group members can play the role of Buggin’ Out.

In your groups, act out the scene where Buggin’ Out asks Sal to add people of colour to the Wall of Fame in a peaceful, politically correct, and inclusive matter. You will have about 10-15 minutes for this activity. Switch roles within the group as needed.

Upon completion, you will be asked to share how you changed the scene asking Sal to add people of colour to the Wall of Fame with the class.

For Further Study...

1. Film. 'Do the Right Thing.' YouTube.

<https://www.youtube.com/playlist?list=PLZbXA4lyCtgomxYm9rbYvIYOOTGHrhEGi>

2. Video. 'Did Mookie Do the Right Thing?' The Take. YouTube.

<https://www.youtube.com/watch?v=qkvZqxjDjWk>

3. Tribeca Youth Screening Series: Do the Right Thing.

[https://www.tfiny.org/images/uploads/film_files/Do The Right Thing_rd6.pdf](https://www.tfiny.org/images/uploads/film_files/Do_The_Right_Thing_rd6.pdf)

4. Article by Hal Hinson. 'Do the Right Thing.' The Washington Post.

https://www.washingtonpost.com/goingoutguide/movies/do-the-right-thing/2017/06/27/5754b810-5b6a-11e7-a9f6-7c3296387341_story.html

Section 2: Climate Change

Media Study Guides 4 - 12

EcoMedia Study Guides: Grades 4-12

1. *Invasion* (Christina Anderson & Emily Goltz)
2. *Chile's Greenest Town? What Finland can Learn from La Pintana* (Fabian Santis & Natalia Villalobos)
3. *The Lorax* (Darleen Saxer, Fahim Karmali, & Saige Woolley)
4. *Wall-e* (Karina Jimenez & Samantha Hussey)
5. *Blue Planet II* (Carolina Budzynska & Andrew Wickerson)



INVASION

MEDIA STUDY GUIDE

INTRODUCTION

In our day to day lives we have local knowledge that we subconsciously use to keep us safe, navigate challenges, and overcome obstacles. This knowledge varies from person to person and place to place; it all depends on the environment you live in. This type of knowledge is known as Ecological Knowledge; how we connect to/with the natural world. For some people, their connection to the natural world is significant but for others, could be limited. However, this is something we learn from family or from experience.

For Indigenous peoples, their survival depends on their relationship to the land to this day. The Indigenous peoples of Canada identify this knowledge as Traditional Ecological Knowledge. This knowledge is multi-generational and has adapted to the constant changing world and its obstacles. Noticeably, Traditional Ecological Knowledge is crucial and strengthens the connection between first peoples and their land.

"In this era of 'reconciliation', Indigenous land is still being taken at gunpoint. INVASION is a new film about the Unist'ot'en Camp, Gidimt'en checkpoint and the larger Wet'suwet'en Nation standing up to the Canadian government and corporations who continue colonial violence against Indigenous people."

- Unist'ot'en Camp
<https://unistoten.camp/media/invasion/>

INVASION <https://www.youtube.com/watch?v=D3R5Uy5ODs&v=en>

EMILY GOLTZ
CHRISTINA ANDERSON



Image: Todd Nelson and Christy Brown from the Nisga'a Nation arrive in support of the Unist'ot'en camp and Wet'suwet'en First Nation gather at a campfire off a logging road near Houston, B.C.
CHAD HIPOLITO / THE CANADIAN PRESS

BACKGROUND

In early 2019, a forestry road became the location of a standoff between some members of the Wet'suwet'en territory and the RCMP. At issue was Coastal GasLink's plan to build a pipeline through the Wet'suwet'en territory. Controversy evolved once five elected Wet'suwet'en band councils supported it, but the hereditary chiefs did not, saying this pipeline could damage the watershed and wildlife. This pipeline agreement has a negative impact on Wet'suwet'en culture, identity and is essentially causing generational

impacts. Their identity is based on their land, their connection to the land and all of its teachings. Consequently, these pipeline projects threaten these communities who are determined to reclaim and self-determine their own health and wellness, especially after hundreds of years damaging actions and policies placed by colonizing forces.

The Unist'ot'en camp is an Indigenous re-occupation of Wet'suwet'en land. Here, they began construction of a Healing Centre in 2015 to fulfill a vision of a culturally-safe healing program. One can seek guidance and can receive help or treatment for addictions, become involved in supportive women's groups, cultural workshops and language schools; a space that fosters spiritual, mental and physical healing. It is recognized as a space to learn how to take care of one's self and how to take care of resources and land. In return, the land will take care of them. This centre finds true success with healing since it depends on connection to, and traditional use of, the land itself. This centre is determined to serve through its connection to the land and embody a traditional and holistic approach to healing in hopes to decolonize wellness for Indigenous peoples.



Image: Wet'suwet'en Hereditary Chiefs, December 2018



This issue has resurfaced old and complicated questions about who has the authority over First Nations. As seen in this case, should it be the elected council members? The hereditary rulers? Or a combination of both? It should be understood that hereditary chiefs primarily have the authority over traditional territory while elected leaders have more control over the reserves. This study guide works in conjunction with the documentary film "Invasion" in order to create dialogue surrounding the Wet'suwet'en crisis and the effects on the surrounding environment and Indigenous community.

Image: Wet'suwet'en First Nations band located outside of the village of Burns Lake, British Columbia, Canada.

CURRICULAR CONNECTIONS

CONTENT

Connections between Canada's natural resources and major economic activities.

The continuing effects of imperialism and colonialism on indigenous peoples in Canada.

From Time Immemorial, BC First Nations have been self-governing, with diverse systems of laws and government to take care of the land, resources and their citizens.

British Columbia's diverse physical features have helped to shape diverse First Nations cultures and societies.

COMPETENCIES

Assess how prevailing conditions and the actions of individuals or groups affect events, decisions, or developments (cause and consequence)

Explain and infer different perspectives on past or present people, places, issues, or events by considering prevailing norms, values, worldviews, and beliefs (perspective)

Compare and contrast continuities and changes for different groups at the same time period (continuity and change)

Recognize implicit and explicit ethical judgments in a variety of sources (ethical judgment)



BIG IDEAS



The physical environment influences the nature of political, social, and economic change.



Disparities in power alter the balance of relationships between individuals and between societies.

BC Curriculum - Social
Studies 9



IMAGE Freda Huson wears her blanket, a nighthawk, as she waits for police to enforce Coastal GasLink's injunction at Unist'ot'en Healing Centre near Houston. Photograph: Amber Bracken

FOCUS QUESTIONS

How has geography helped shape traditional First Nations societies?

How do our actions as bystanders contribute to this narrative? How can we be agents of change?

How have First Peoples practices affected the sustainability of ecosystems?

How have First Peoples applied their knowledge of the land to alter landscapes in ways that ensure a sustainable lifestyle?

How do traditional practices for shaping the land encourage growth and sustainability of the local culture?

In what ways can traditional First Nations strategies and practices be applied today?

"Water is the most life sustaining gift on Mother Earth and is the interconnection among all living beings. Water sustains us, flows between us, within us, and replenishes us. Water is the blood of Mother Earth and, as such, cleanses not only herself, but all living things. Water comes in many forms and all are needed for the health of Mother Earth and for our health. The sacred water element teaches us that we can have great strength to transform even the tallest mountain while being soft, pliable, and flexible. Water gives us the spiritual teaching that we too flow into the Great Ocean at the end of our life journey. Water shapes the land and gives us the great gifts of the rivers, lakes, ice, and oceans. Water is the home of many living things that contribute to the health and wellbeing of everything not in the water. "

- Assembly of First Nations
<https://www.afn.ca/honoring-water/>

EXTENDING ACTIVITIES

Decision Making

This activity introduces the idea of government and community leaders as important decision makers. It begins with a discussion of the concept of decision making, then leads into the roles that some people - leaders - have in making decisions about communities. It then asks students to think about what a government is.

More info at:

<http://www.fnesc.ca/wp/wp-content/uploads/2019/08/2.0-Unit-1-Governance-in-First-Nations-Communities-Grades-2-3.pdf>



STAKEHOLDER SIMULATION

In groups of 5-7 students will assume the roles of stakeholders in a simulated townhall meeting regarding the construction of a pipeline on Indigenous land. Each student will assume the position of a stakeholder (Gas Company Representative, Government Official, Resource Worker, Indigenous Representative, Community Member, Environmental Advocate, Moderator), and investigate and advocate for their position in the discussions. Prior to engaging in this simulation, students will watch a video about the process of constructing a pipeline, and the challenges that come along with it. They will also watch a video created by the gas company that describes the revenue, employment, and other benefits to the community the pipeline could bring in. After viewing and forming their positions, students will engage in a respectful and spirited debate about the validity of a pipeline in their simulated community.

FURTHER STUDY

WEB ARTICLES

[HTTPS://WWW.CTVNEWS.CA/CANADA/WHAT-YOU-NEED-TO-KNOW-ABOUT-THE-WET-SUWET-EN-PROTESTS-ARRESTS-1.4805620](https://www.ctvnews.ca/canada/what-you-need-to-know-about-the-wet-suwet-en-protests-arrests-1.4805620)

[HTTPS://WWW.THEGLOBEANDMAIL.COM/OPINION/ARTICLE-NO-THOSE-WHO-DEFEND-THE-WETSUWETEN-TERRITORY-ARE-NOT-CRIMINALS/](https://www.theglobeandmail.com/opinion/article-no-those-who-defend-the-wetsuweten-territory-are-not-criminals/)

[HTTPS://THENARWHAL.CA/COASTAL-GASLINK-PIPELINE-STILL-LACKS-KEY-ENVIRONMENTAL-AUTHORIZATION-IN-CONTESTED-WETSUWETEN-TERRITORY/](https://thenarwhal.ca/coastal-gaslink-pipeline-still-lacks-key-environmental-authorization-in-contested-wetsuweten-territory/)

[HTTPS://WWW.FIRSTPEOPLESRAW.COM/INDEX/ARTICLES/381.PHP](https://www.firstpeopleslaw.com/index/articles/381.php)

[HTTPS://WWW.THESTAR.COM/OPINION/CONTRIBUTORS/2020/02/24/SETTLER-GOVERNMENTS-ARE-BREAKING-INTERNATIONAL-LAW-NOT-WETSUWETEN-HEREDITARY-CHIEFS-AND-THEIR-SUPPORTERS.HTM](https://www.thestar.com/opinion/contributors/2020/02/24/settler-governments-are-breaking-international-law-not-wetsuweten-hereditary-chiefs-and-their-supporters.htm)

[HTTPS://UNISTOTEN.CAMP/SUPPORTERTOOLKIT2020/](https://unistoten.camp/supportertoolkit2020/)

[HTTPS://WWW.CANLII.ORG/EN/BC/BCSC/DOC/2019/2019BCSC2264/2019BCSC2264.PDF](https://www.canlii.org/en/bc/bcsc/doc/2019/2019BCSC2264/2019BCSC2264.pdf)

[HTTPS://WWW.APTNNEWS.CA/TOPIC/WETSUWETEN-CONFLICT/](https://www.aptnnews.ca/topic/wetsuweten-conflict/)

[HTTPS://WWW.THEGLOBEANDMAIL.COM/CANADA/BRITISH-COLUMBIA/ARTICLE-WETSUWETEN-COASTAL-GASLINK-PIPELINE-RCMP-EXPLAINER/](https://www.theglobeandmail.com/canada/british-columbia/article-wetsuweten-coastal-gaslink-pipeline-rcmp-explainer/)

PRINT

The Gathering Place : A History of
Wet'suwet'en Village of Tse-kya

The Inconvenient Indian: A Curious
Account of Native People in North
America by Thomas King

21 Things You May Not Know
About the Indian Act by Bob
Joseph

The Patch: The People,
Pipelines, and Politics of the
Oil Sands by Chris Turner

We-gyet Wanders On: Legends
of the Northwest by Ksan Book
Builders (Kitanmax School of
Northwest Coast Indian Art),
Gitksan

VIDEOS

PIPELINE INFORMATION

https://www.youtube.com/watch?v=tuc-jlNrp_M

POLITICAL REACTION

<https://www.youtube.com/watch?v=LuQjKyBD2ew>

PROTESTS + CN RAIL OBSTRUCTION

<https://www.youtube.com/watch?v=MEeTy1Nmnl0>



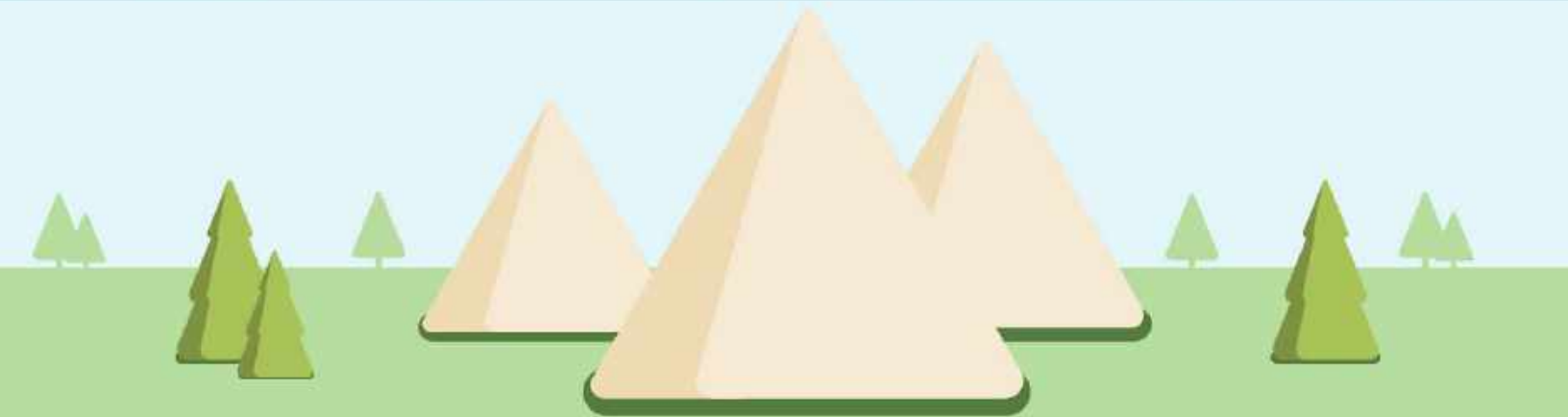
Image: About 200 people held an emergency rally in solidarity with Wet'suwet'en and condemned the RCMP's violations of Wet'suwet'en traditional land in Ottawa on Feb. 7, 2020.

Media Study Guide

Chile's greenest town?

What Finland can learn from La Pintana


BBC World Service



EDCP 481 (S2020)

Fabián Santis - Natalia Villalobos

About this guide:

- This Media Study Guide incorporates goals and contents from the British Columbia Curriculum, as well as the Chilean National Curriculum.
- The activities, questions, and observations labeled  are optional and closely related to the Chilean context and culture.

INTRODUCTION

Chile's greenest town? What Finland can learn from La Pintana (May, 2020) is a short video picturing La Pintana, a Chilean impoverished neighbourhood threatened by crime and violence that has implemented many initiatives to mitigate climate change. Leena Vuotovesi, the leader of environmental work in Europe's greenest town, meets the locals who are highly involved in recycling, composting, and other projects to protect the local environment.

This short documentary was produced by BBC World Service's "People Fixing the World", a series of videos related to eco-activism and well-being.

LEARNING OUTCOMES

Students will be able to:

Express and reflect on a variety of experiences, perspectives, and worldviews in relation to issues of climate change and sustainability.

Engage with specific initiatives and reflect on their impact in local and broader communities.

Communicate with intentional impact, in well-constructed forms that are effective in terms of their audience and in relation to their purpose.

Demonstrate an awareness of assumptions, question information given, and identify bias in their own work and in primary and secondary sources.



Objetivos III y IV Medio:

- Diseñar proyectos locales, basados en evidencia científica, para la protección y utilización sostenible de recursos naturales de Chile, considerando eficiencia energética, reducción de emisiones, tratamiento de recursos hídricos, conservación de ecosistemas o gestión de residuos, entre otros.
- Investigar el ciclo de vida de productos de uso cotidiano y proponer, basados en evidencia, estrategias de consumo sostenible para prevenir y mitigar impactos ambientales.
- Evaluar alcances y limitaciones de la tecnología y sus aplicaciones, argumentando riesgos y beneficios desde una perspectiva de salud, ética, social, económica y ambiental.



KEY CONCEPTS / BIG IDEAS



SUSTAINABILITY AND SUSTAINABLE LIVING: Living sustainably supports the well-being of self, community, and Earth. It consists of awareness and action in regards of diet, sustainable building products, household energy use, consumerism, water conservation, alternate transportation methods, traditional ecological knowledge (TEK).



STEWARDSHIP: Sustainable use of, and care for, local resources.



GLOCALIZATION: Glocalization, or glocalism refers to the civic activity that sees social problems as neither local nor global, but interdependent and intertwined, requiring organizing activities that tackle local issues and global issues at the same time.



GLOBAL NORTH / GLOBAL SOUTH - THIRD WORLD / FIRST WORLD

FOCUS QUESTIONS



How do local communities and governance contribute to sustainability?



What changes could you make in your own life, in terms of sustainable living, that will support the Earth, your community, as well as your own well-being?



How do local initiatives relate to the world? How are they affected by global movements? Do they have an impact on the big picture? How?



How do the representations of communities in media influence our perception of their people and initiatives?






ACTIVITY 1



BEFORE WATCHING THE VIDEO

Discuss in groups of 3-4:

-  In your opinion, what are some of the key traits environmental activists should possess? what do they do? what do they say?
-  What environmental activists and movements do you know? Where are they from?
-  Define in your own words and give examples of the following concepts: sustainability, stewardship, glocalization (global-local).

Share your ideas with the class.





- What do you know about La Pintana?
- What have you seen in the media about this community/neighbourhood?
- Make predictions of the content of the video based on the title.



AFTER WATCHING THE VIDEO

Reflect with your group:

-  How are the people on the video similar to/different from your definition of activist? How are they similar to/different from the activists/movements you mentioned? Do the people in the video have some characteristics that were not mentioned in your group?
-  Why do you think you know/don't know about specific environmental initiatives and movements?



- How are your ideas of La Pintana similar to or different from the message of the video?
- Were your predictions correct?

ACTIVITY 2

Sustainable Practice Initiative (SPI)

- In pairs, think of your community—or even your family—and identify one or more sustainable practices that are worth sharing.
- Design and produce a 2-3 minute video that describes **one** of your sustainable practices. Videos should be both visually attractive and informative.

PRE-PRODUCTION

Select and organize relevant information for your SPI video such as:

- The location of your community.
- The description of your sustainable practice.
- People involved / people leading.
- Additional information (goals, motivation, etc.).

Make a draft of your storyboard and script.



Santiago



PRODUCTION

Review your drafts and adjust if necessary.

Film your SPI video.

Make sure you have all your shots.

Edit, review, and compile your video.



POST-PRODUCTION

Show your video to the class.

Share:

- Why the SPI is relevant for the global and local context.
- How it collaborates to fight climate change.



SOURCES FOR FURTHER STUDY



BBC World Service: "People Fixing the World".

https://www.youtube.com/playlist?list=PLz_B0PFGIn4eKeN1PEshORrjrQyL0dClY



Greta Thunberg is not alone. Meet some other young activists who are leading the environmentalist fight.

<https://www.cnn.com/2019/09/28/world/youth-environment-activists-greta-thunberg-trnd/index.html>



Meet the young activists of color who are leading the charge against climate disaster.

<https://www.vox.com/identities/2019/10/11/20904791/young-climate-activists-of-color>



Here are 5 ways to flatten the climate change curve while stuck at home.

<https://theconversation.com/here-are-5-ways-to-flatten-the-climate-change-curve-while-stuck-at-home-134995>



Las Greta Thunberg latinas que luchan contra el cambio climático (¿Y conoces alguna otra?)

<https://www.bbc.com/mundo/noticias-49855318>



COP25: La activista chilena que con otros jóvenes latinoamericanos están listos para la acción climática.

<https://www.cambioclimaticochile.cl/2019/12/cop25-la-activista-chilena-que-con-otros-jovenes-latinoamericanos-estan-listos-para-la-accion-climatica/>

Dr. Seuss' The LORAX



Rated: PG

Run Time: 106 minutes

Released March 11, 2016

Directed by Kyle Balda & Greg Richardson

Produced by Walt Disney Animation Studios

Distributed by Walt Disney Studios Motion Pictures

Music by John Powell

Starring: Danny Devito, Zac Efron,
Ed Helms, Betty White, Taylor Swift,

Rob Riggle, Jenny Slate

EDCP 481

MEDIA STUDY GUIDE

CREATED BY DARLEEN SAXER, FAHIM KARMALI, AND SAIGE WOOLLEY



SYNOPSIS



A 12-Year-old boy named Ted lives in the town of Thneedville, a place where everything exists except nature. Everything is manufactured including flowers, trees, and air. Ted has a crush on an environmentalist named Audrey, whose one wish is to own a real tree. When Ted seeks to make this happen, his Grandma Nora reveals the myth of the Once-ler, who may be able to help him find a real tree. Ted travels out of the city to search for the Once-ler's help and is surprised to discover that outside the city walls lies a barren wasteland. After meeting, the Once-ler exclaims that he is the reason there are no more trees, and he agrees to tell Ted the tale of how it happened.

Ted makes multiple visits to the Once-ler to learn the story, and is tracked by Aloysius O'Hare, a man who made a fortune from selling "air" to the city (because there are no trees to produce oxygen). O'Hare threatens Ted to not look any further into trees, as trees pose a threat to O'Hare's business. Despite these threats, Ted continues his visits to the Once-ler and learns the tale of The Lorax, guardian of the forest. The Once-ler explains to Ted that he chose greed and money over the environment, despite warnings from The Lorax to stop cutting down trees to produce Thneeds. As he completes the story, the One-ler sees Ted as the last hope to rejuvenate the environment so he gives him the last Truffula tree seed. Ted rushes back to the city in hopes of planting the tree in the middle of Thneedville to rebuild the tree population in their corner of the world.

INTRODUCTION



The health of our environment is a critical issue that is applicable across the curriculum in any subject area. Teaching students the importance of protecting and conserving the world's natural resources by developing sustainable initiatives is crucial. The Lorax emphasizes the value of the earth's resources, specifically trees, and what the world would look like without them, in a society ruled by greed and consumerism.



LEARNING OUTCOMES



- 1.** Identify key concepts of the film and make meaningful connections between it and real life (specifically natural resources and consumerism)
- 2.** Discuss the importance of trees in our lives and what the world would look like without them
- 3.** Determine similar environmental scenarios in the world today, relating to specific products
- 4.** Discover the concepts of ethical consumerism and corporate social responsibility



KEY CONCEPTS



Humanity's Relationship with Nature

This is exemplified by many aspects of The Lorax, from the town of Thneedville, which is completely devoid of any nature, to the flashbacks from the Once-ler's beginning, when the land was flourishing with vegetation and wildlife.

Activism



The Lorax himself is the activist in this story, standing up and raising awareness for environmental issues. If we don't act fast our resources could be destroyed just like the movie.



Consumerism

Everyday our society is bombarded by many messages from companies emphasizing materialism to be successful. Messages by Thneeds and O'Hare Air are prime examples of this, with Thneedville acting as the end result of aggressive consumerism.

Responsibility



Humans have a duty to protect the environment for generations to come. All of our actions have consequences. Every action has a reaction.

"Unless someone like you cares a whole awful lot, nothing is going to get better. It's not." - Dr. Seuss



Sustainability

The Lorax shows that when a corporation (Thneeds), does not consider the environmental impact of their production, it can have detrimental outcomes to the environment, and society.

HOW TO USE THIS GUIDE



The activities in this guide are meant to take place over multiple class periods:

First Class:

1. Before watching the film, facilitate a class discussion using the inquiry questions listed under "before watching questions".
2. Start watching the film, *The Lorax*.

Second Class

1. Finish watching the film, *The Lorax*.
2. Ask students to complete the "after watching" worksheet.
3. Ask students to share answers to their worksheet with a partner (provide 10 minutes to do this). After partner sharing, facilitate another discussion/debrief with the entire class, asking students to share their insights into the questions on the worksheet.

Third Class

1. Complete Activity One.

Fourth Class

1. Complete Activity Two.



BEFORE WATCHING QUESTIONS



Facilitate a class discussion before watching the film:

- What do you know about the environment?
- How has the environment changed over time?
- What is the relationship between the corporate world and the natural environment?
- Why are trees important?
- Where do you obtain knowledge about environmental issues?
- What natural resources do you and your family use on a daily basis?



AFTER WATCHING WORKSHEET



Ask students to complete this worksheet after watching the film, *The Lorax*:

- What are the main messages of the film?:
- What is something you learned from the film?:
- What does the Lorax represent?:
- What does the Once-ler represent?:
- What were some obstacles that Ted faced in making his dream into a reality?:
- How do you feel after watching this film? What are the ethical considerations of exploiting resources in order to make a profit?:
- What is consumerism?:
- What is corporate social responsibility and what is the purpose of it?:
- Identify of a connection between the film and the environment you live in:
- Where is your favourite place? What elements of nature does it consist of?:

ACTIVITY 1: SUSTAINABLE PRODUCT



- 1.** Students will form groups of three or four.
- 2.** Each group will choose a product, for example: cars, jeans, tables, dog leash, etc.
- 3.** Students will research which raw materials are used in the production of the product they've chosen.
- 4.** Students will brainstorm more sustainable methods of producing their chosen product, with valid research and examples to support their choices.
- 5.** Students will present their ideas to the class.

ACTIVITY 2: CASE STUDY



- 1.** Provide the following article for the class to read:
<https://www.bclocalnews.com/opinion/it-is-time-to-stand-up-and-be-proud-of-our-forest-industry/>
- 2.** Split the class into two groups, one as "pro logging", and the other as "anti-logging". Provide time for students to come up with an argument (and examples to back up their argument)
- 3.** Facilitate a debate between each side of the class.



SOURCES FOR FURTHER STUDY



Book - Giono, Jean. **The Man Who Planted Trees**

Book - Carson, Rachel. **A Sense of Wonder**

Movie - Stanton, Andrew. **Wall-E**

Movie - Faiman, Peter. **FernGully: The Last Rainforest**

Website - **Opentextbc.ca. Forestry in British Columbia.**

Website - **Learning to Give:**

<https://www.learningtogive.org/teach/lessons>

TED Talk - **Greta Thunberg:** <https://www.youtube.com/watch?v=EAmUIEsN9A>

Website - **Seussville: Celebrate Earth Day with the Lorax:**

<https://www.seussville.com/themes/celebrate-earth-day-with-the-lorax/>





*Unless someone like
you cares a whole
awful lot, nothing is
going to get better.
It's not.*

- Dr. Seuss



Media Study Guide



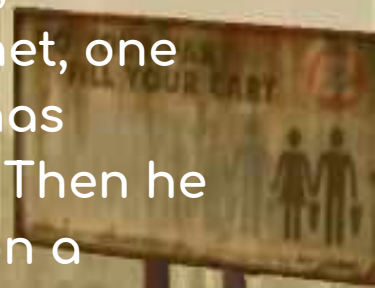
Karina Jimenez

&

Samantha Hussey

Official Synopsis

WALL-E, short for Waste Allocation Load Lifter Earth-class, is the last robot left on Earth. He spends his days tidying up the planet, one piece of garbage at a time. But during 700 years, WALL-E has developed a personality, and he's more than a little lonely. Then he spots EVE, a sleek and shapely probe sent back to Earth on a scanning mission. Smitten WALL-E embarks on his greatest adventure yet when he follows EVE across the galaxy.



About the film

Rated: G

Run Time: 103 minutes

Director: Andrew Stanton

Writers: Andrew Stanton, Pete Docter, Jim Reardon

Production: Pixar Animation Studios for Walt Disney Pictures

Release Date: June 24th 2008

Starring: Ben Burtt & Elissa Knight



Introduction

The year is 2805 A.D. Humans have evicted themselves from the planet Earth and are now living their lives on a spaceship orbiting the universe. They have no responsibilities, and are consuming food and entertainment every waking moment of their lives. The question is, why? What happened to our home planet?

As we follow our protagonist, Wall-e, we find Earth to be literally covered in mountains of trash. The climate has succumb to the effects of humans beings, suffering extreme weather such as almost constant sand and rain storms.

By showing grade 6-7 students this film we want to be able to teach them about the impact our actions have on our planet. By using a film with a charming, sweet and often goofy character such as Wall-e, who ironically posses many human qualities, we can get our students to empathize with his situation, i.e. living in a world taken over by pollution and climate change. This is how we can start a conversation about these problems.

These concepts can often seem too distance or obscure for us to relate or even care about. We hope this film can help make these issues more urgent for our students.



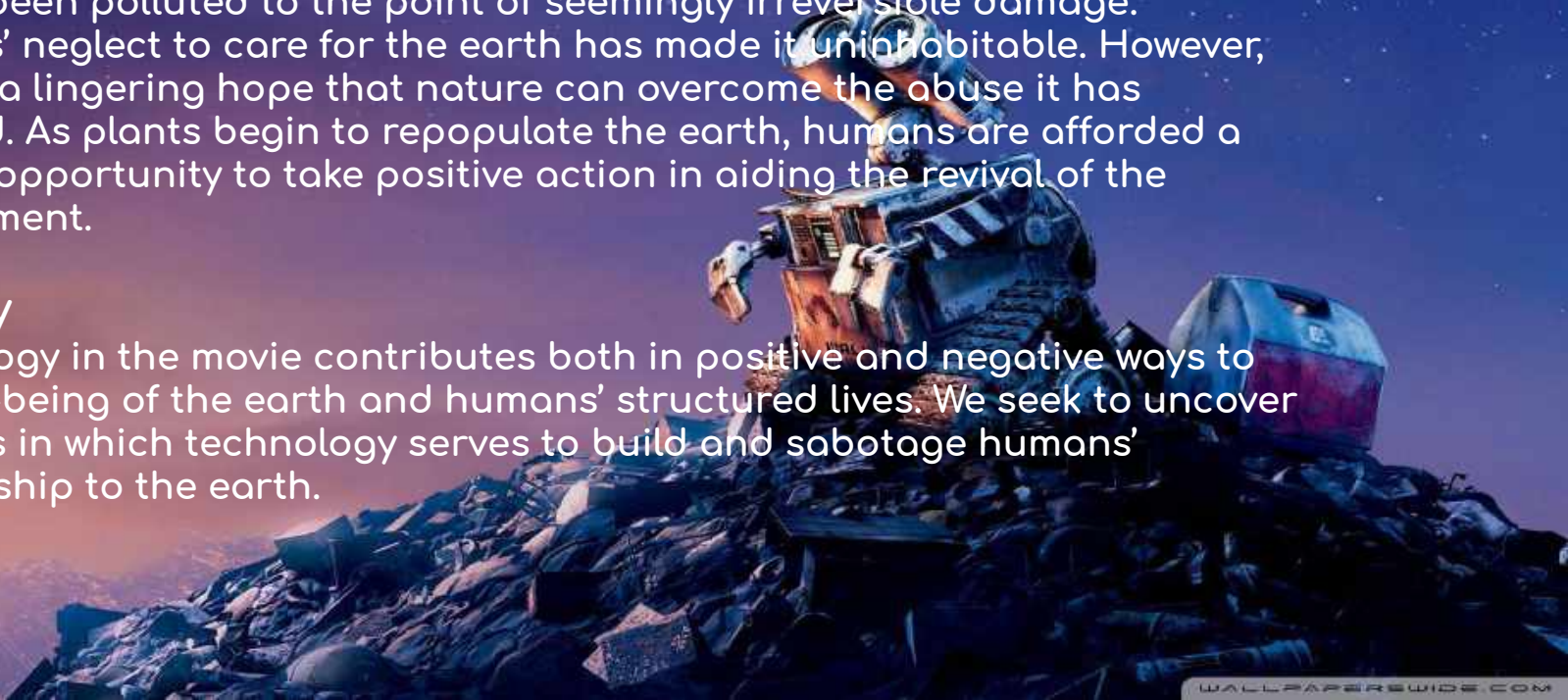
Big Ideas & Key Concepts

Pollution/Environment

- Due to mass production and consumption, earth in the film is depicted as having been polluted to the point of seemingly irreversible damage. Humans' neglect to care for the earth has made it uninhabitable. However, there is a lingering hope that nature can overcome the abuse it has endured. As plants begin to repopulate the earth, humans are afforded a second opportunity to take positive action in aiding the revival of the environment.

Technology

- Technology in the movie contributes both in positive and negative ways to the well-being of the earth and humans' structured lives. We seek to uncover the ways in which technology serves to build and sabotage humans' relationship to the earth.



Big Ideas & Key Concepts

Capitalism

- Advertisements and consumerism practices seem largely responsible for creating a passive and critically unaware society, that consequently also has little regard for the environment. Humans' willingness to live pampered and unquestioning lives has led to various complications within the environment. Through this film, we see that those individuals (humans or robots) who display curiosity and move beyond passive consumption/mindless routines are the ones who can help us restore a constructive human-environment relationship.

Human Connection

- The humans on the ship are so brainwashed by constant stimulation from a screen that they forget to make human connections with the people around them. When the two people accidentally fall off their chairs and lock eyes with each other, they are reminded of what it means to be human.



Learning Outcomes

1. Understand the social responsibility regarding environmental pollution and climate change. Determine long-term and short-term effects of sustainable/non-sustainable practices.
2. Determine ways to take action against non-sustainable practices.
3. Reflect on the importance of being a critical and environmentally responsible individual.



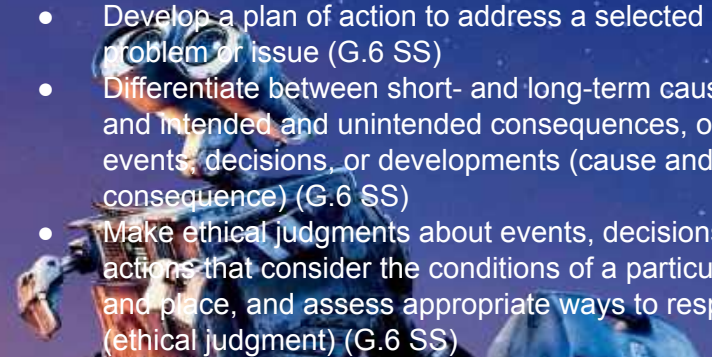
Connections to Curriculum

BIG IDEAS:

- Media sources can both positively and negatively affect our understanding of important events and issues (G.6 SS)
- Economic self-interest can be a significant cause of conflict among peoples and governments. (G.6 SS)
- Human and environmental factors shape changes in population and living standards. (G.8 SS)
- Earth and its climate have changed over geological time. (G.7 S.c.)
- Questioning what we hear, read, and view contributes to our ability to be educated and engaged citizens (G. 6,7, 8, 9 ELA.)

CURRICULAR COMPETENCIES

- Develop a plan of action to address a selected problem or issue (G.6 SS)
- Differentiate between short- and long-term causes, and intended and unintended consequences, of events, decisions, or developments (cause and consequence) (G.6 SS)
- Make ethical judgments about events, decisions, or actions that consider the conditions of a particular time and place, and assess appropriate ways to respond (ethical judgment) (G.6 SS)
- Identify some of the social, ethical, and environmental implications of the findings from their own and others' investigations (G.6,7, 8, 9 S.c.)
- Contribute to care for self, others, and community through personal or collaborative approaches (G.6, 7,8,9 Sc)
- Use writing and design processes to plan, develop, and create engaging and meaningful literary and informational texts for a variety of purposes and audiences (G.6,7,8,9 ELA)





Focus Questions

Before Watching

1. How do you think our actions are impacting Earth?
2. What do you do to help the environment in your everyday life?
3. What do you think the world will be like in 100 years?
4. On a scale of 1-10, how much do you think climate change is affecting our everyday lives?



After Watching

1. What changes can you make in your everyday life to help the environment?
2. What can we do as a community to help the environment?
3. What would be your ideal future for Earth in 100 years?
4. Who is in charge of changing climate change?



Activity 1

- Students will work together in small groups to research a company that they are regular consumers of. Students' research should focus on the positive and negative environmental practices of their chosen company. Once the research is complete, students will create an informational poster or brochure to present their findings.
 - As part of the project students should make suggestions of more sustainable practices.

Activity 2

- As a class, brainstorm various types of advertisements we are exposed to daily. Rewatch a few clips from the movie that contain depictions of ad/ad consumption. Highlight some ad techniques used within the film, and discuss the present use of these same marketing strategies within our own society. Next, have students create their own ads to promote environmental responsibility. When working on the projects, students should consider the various elements that make for an effective ad.

Activity 3

- Have students create a PSA announcement about the dangers of technology (or excessive consumption) to the environment. Before students begin to work on their projects, discuss the minimal use of dialogue within the movie. Ask students to consider the dominant role of music and visuals to manipulate feelings and convey a message within the film.
 - Note: The opening scene from the film is a great selection to consider. Students may consider the impact of sound when the audience recognizes that the buildings are constructed from garbage

Sources for Future Study



Books

- 50 Simple Things Kids Can Do to Save the Earth, Andrews McMeel Publishing
- Dr. Art's Guide to Planet Earth: For Earthlings Ages 12 and 120
- The Solution is You! An Activists Guide, Laurie David
- Fight Global Warming Now: The Handbook for Taking Action in Your Community, Bill McKibben

Websites

- <https://www.earthday.org/>
- <https://kids.nationalgeographic.com/explore/science/climate-change/>
- <https://kidsagainstclimatechange.co/start-learning/>
- <https://davidsuzuki.org/about/>



Videos

Bill Nye Videos

<https://www.youtube.com/watch?v=EtW2rrLHs08>

<https://www.youtube.com/watch?v=3v-w8Cyfoq8>

https://www.youtube.com/watch?v=b6CPsGanO_U

Young People are the Solution to Climate Change

<https://www.youtube.com/watch?v=wwitLULPAqc>

Global Warming The Future - Full Documentary 2019

<https://www.youtube.com/watch?v=uOMRF7t5Vn0>

Before the Flood Full Movie National Geographic

<https://www.youtube.com/watch?v=zbEnOYtsXHA>

Michael Moore Presents: Planet of the Humans | Full Documentary | Directed by Jeff Gibbs

<https://www.youtube.com/watch?v=Zk11vl-7czE>



Extra Activities

- While watching the movie, students can keep track of the positive and negative roles held by humans and technology. They should pay particular attention to the relationship each of these has with the environment, as well as the resulting consequences. Discuss as a class.

	Positive	Negative
Technology		
	<i>(consequence)</i>	<i>(consequence)</i>
Humans		
	<i>(consequence)</i>	<i>(consequence)</i>

Extra Activities

- As students view the film ask them to consider what each of the following characters/items are meant to represent/be symbolic of. At the end of the film ask students to share their findings and discuss each one as a class.
 - (Note: It would be beneficial to go over some of the strategies used within the movie that help make these symbols effective.)

	What does it represent?	Support from the film	How/why is it important?
WALL.E			
Plant			
AUTO			
BNL			
Cockroach			

An underwater scene featuring a large school of small orange fish swimming in clear blue water. In the foreground, there is a vibrant coral reef with various types of coral, including branching and brain coral, in shades of pink, orange, and green. The background shows more fish swimming in the distance.

Blue Planet II

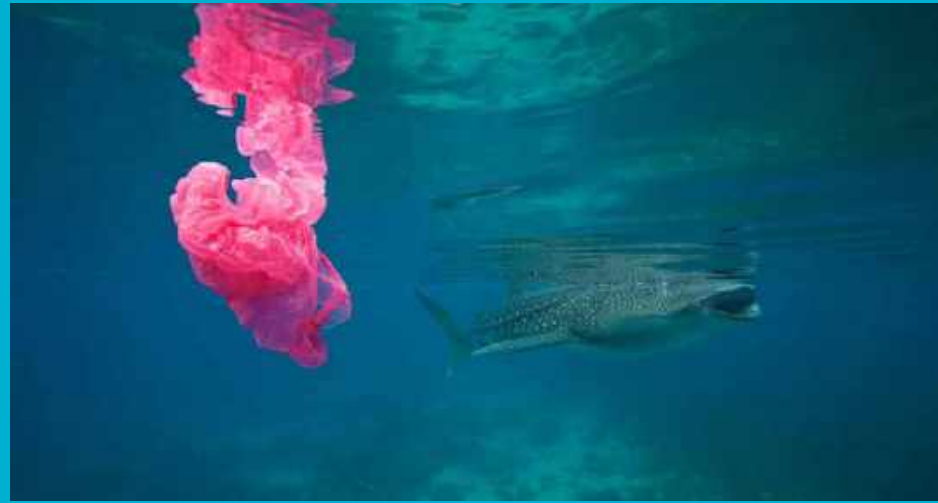
Media Study Guide

By: Carolina Budzynska and Andrew Wickerson

Introduction

Blue Planet II focuses on how the pollution in our ocean is having a devastating effect on our planet: slowly poisoning our sea creatures, destroying habitats and creating large oceanic plastic garbage patches.

This series raises awareness of the issues surrounding our polluted oceans - educating students on the dangers faced by marine life in an attempt to provoke climate action.



“Surviving in the open ocean has always tested animals to their limit, but today they face a new additional threat. Plastic” (Blue Planet II, Episode 4)

For your viewing pleasure...



Key Concepts

- Blue Planet II reinforces Youth Activism as it is on a topic that young people relate to and connect with, especially given all the recent news surrounding Greta Thunberg
- Commercial Implications- less waste produced by businesses, recycled material used to create various disposables and created more focus on using compostable material
- Media constructs reality- BP II gives us real life examples and images of how pollution is impacting the earth and marine life.
- Free speech and freedom of the press - corporations and polluting nations are unable to silence this information



Focus Questions

- 1) What can we do in our daily lives to help reduce the pollution in our oceans?
- 2) How has BPPI impacted the measures taken to reduce pollution?
- 3) How has media raised awareness and initiated change to the issues surrounding pollution and waste disposal?
- 4) What steps are you and your family taking to reduce the amount of waste produced?
- 5) What is it that makes Blue Planet a valid source? How do we know we can trust it?

Activities

1) Research a city/country that has a highly effective recycling program and create a media proposal using images and text to describe what changes your city can take to implement such a program.

2) Create a diary for a week where you keep track of how much plastic you use that cannot be recycled. After that week create an action plan showing how you will consume less one-time use plastic in your daily life.



Sources for further study

- *Planet Earth* and *Blue Planet 1* BBC Documentary series
- *Our Planet* Documentary series
- *A Plastic Ocean* Documentary
- <https://theoceancleanup.com/>
- <https://www.nationalgeographic.org/>
- <https://pollutiontracker.org>
- <https://oceanservice.noaa.gov/ocean/help-our-ocean.html>
- <https://www.biologicaldiversity.org/>
- <https://www.youtube.com/watch?v=xGfIsMMTbL4> (video used in slide 3)



Section 3: Covid-19

Media Study Guides 4 - 12

Covid-19 Media Study Guides: Grades 8-12

1. *Consumer Influences Through Covid-19* (Guadalupe Isak & Tim Ruchkall)
2. *Contagion* (Taylor Richardson & Andrew Senay)
3. *Regular Heroes* (Sam Yousefifard)



Consumer Influences Through the Lens of COVID-19



Photo GOVERNMENT OF B.C.

Media Study Guide for Grades 10 - 12

by Guadalupe Isak and Tim Ruchkall

Introduction:

Consumers have many influences in their lives, and it is important for them to understand what those influences are and what they do. This media study guide is to navigate the various influences consumers experience and how COVID-19 and the media are affecting those influences to get consumers to purchase new products.



Learning Outcomes:

- Analysis of the purpose of media products
- Influence of media on the audience
- Influence of the audience on media

Photo The Hoffman Agency

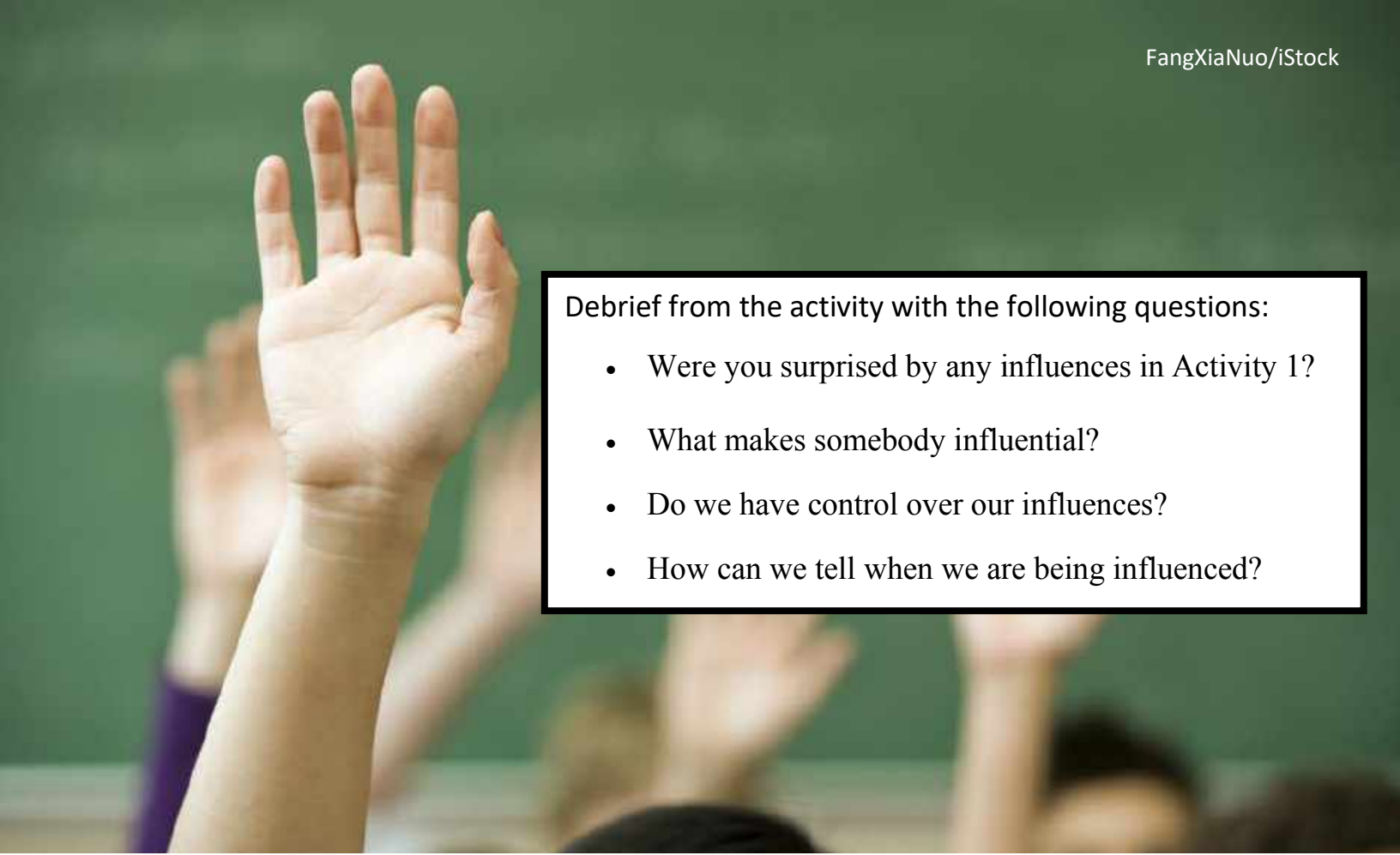
Big Ideas from the BC Curriculum:

- Personal choices require the evaluation and refinement of skills
- Technology can influence people's lives

Activity: Who Influences Me?

Ask students what an influence is/does. Co-create a definition with students that is like “the ability to have an effect on the character, development, and choices of a person, place, or thing.” Focus on the underlined part of the definition above. Then, ask students to complete Activity 1: Who Influences Me? Students will work through each row, making a mark in a box when one of the factors (along the top) influences one of their choices (along the side).

	Family	Friends	Teachers	Ads	Music	Celebrities	Others
What you wear							
How you have your hair							
What subjects you take in school							
What you do after school							
Who you are friends with							
What movies / shows / videos you watch							
What you buy with your own money							
What time you go to bed							
What sports you are involved with							



Debrief from the activity with the following questions:

- Were you surprised by any influences in Activity 1?
- What makes somebody influential?
- Do we have control over our influences?
- How can we tell when we are being influenced?



Show the following video for students to develop background knowledge regarding Dr. Bonnie Henry as portrayed by media.

Video Clip:

<https://www.youtube.com/watch?v=Wbcl3FkoiCA>





Psychological

After watching the video, students should discuss how the media portrays Dr. Henry, how the COVID-19 pandemic is influencing people, and if they feel the government is trying to influence Canadians. Students need time for this class discussion.

Next, name and define the three types of consumer influences (list below) for the class, visible on a whiteboard if possible. After each definition, ask the class to brainstorm a few examples of each type of influence.

Social

1. **Psychological** - These influencers come within the person. They are closely related to their needs and wants. Whenever they perceive them, they seek to satisfy it.
2. **Social** - These influences come from society in which a person lives. Culture, family and friends and coworkers are all social influences.
3. **Situational** - These influences come from the environment. The weather, the location of the store, the time of day, and advertising visibility. The person's mood, physical condition, and financial condition at the time of purchase will also have an effect.

Situational

Students should read the CTV article "**B.C.'s provincial health officer gets her own limited edition Fluevog shoe, with proceeds going to food banks**" by Carly Yoshida-Butryn, followed by the video "**Merchandise celebrates Dr. Bonnie Henry's cool and calm demeanor**".

B.C.'s provincial health officer gets her own limited edition Fluevog shoe, with proceeds going to food banks



Carly Yoshida-Butryn Reporter, CTVNewsVancouver.ca
@ctvcarlyyoshida | Contact

Published Wednesday, April 15, 2020 4:37PM PDT
Last Updated Thursday, April 23, 2020 4:41PM PDT

VANCOUVER -- Provincial health officer Dr. Bonnie Henry has become a household name during the novel coronavirus pandemic, inspiring an online fan club and even a music video tribute, and now, she is also getting a shoe named after her.

Dr. Henry has often been seen sporting footwear from John Fluevog during her daily news conferences, and the Vancouver-based designer behind her shoe of choice has also taken notice.

"A constant and outstanding source of knowledge and reassurance during the current fight against the spread of COVID-19, Dr. Henry has deservedly earned admirers for her thoughtful and genuine analysis through this time of uncertainty," the shoe company said.

"One of those admirers? None other than John Fluevog himself."

The company says the shoes were inspired by Dr. Henry and were "designed with her blessing and in honour of their namesake."

Describing the health officer as an "avid Fluevoger," the company praised Henry's tone as calm and comforting, but still direct, realistic and educational.



The Bonnie Henry, by John Fluevog (Photo Fluevog)

"We always like to find ways to help, and to highlight those who are doing good in our world," the designer said. "To... see that our admiration for Dr. Henry was mutual was just a beautiful cherry on top of (an) already great idea sundae."

The magenta heels are typical of Fluevog's whimsical style, with a large buckle, chunky heel, interlacing and patent leather accents.

The "Dr. Henry" also carries some words from its namesake stamped on the inside of the shoe which read, "be kind, be calm and be safe."

The pre-sale of the Dr. Henry will be available later this month and is part of the designer's line called "Operetta."

All of the proceeds from the pre-sales will go towards Food Banks BC, according to the company.



Once the reading is completed, play the following video (1:51 min) for students to visually appreciate what the article is talking about.

Merchandise celebrates Dr. Bonnie Henry's cool and calm demeanor

<https://globalnews.ca/news/7097124/dr-bonnie-henry-merchandise/>

After reading the article and watching the short video, the class should discuss the following questions in one or more groups:

1. What types of consumer influences are you able to notice in the article and video?
2. How do you feel about Dr. Henry's influence on BC residents?
3. What role does COVID-19 play in influencing consumer decisions towards buying the shoes?
4. What do you think about a company profiting from government-influenced media advertising?



5. Reflect on where the proceeds are going. How is this meaningful/important for BC residents and how is this an influence to purchase the products?
6. How do you feel about the Dr. Henry shoes? How would you be influenced to buy them?
7. How much should the Dr. Henry shoes cost?
8. How would you be influenced to buy the "Be kind, be calm, be safe" items?

Activity: Journaling

Think back on the article when John Fluevog designed the shoe for Dr. Henry. Fluevog was influenced to create the shoe by Dr. Henry's media appearances, then his creation became the focus of attention for the same media and other consumers. Finally, other consumers created their own "Be kind, be calm, be safe" products, which further influenced and increased the media coverage of the new products. This provides an example of how there is a cycle of influence between media and its audience.

If ordinary consumers influence the media, how can we make a positive change in the media we watch/hear/read?

Please reflect, then journal your thoughts.

Sources for further study:

1. Marketing Dynamics by Greg Gregoriou, Jessica Pegis, Brenda Clark, Jennie Sober and Cynthia Gendall Basteri
2. Factors influencing consumer behaviour by Pinki Rani <http://www.ijcrar.com/vol-2-9/Pinki%20Rani.pdf>



CONTAGION

MEDIA GUIDE | GR 9-10

BY TAYLOR RICHARDSON AND ANDREW SENAY



INTRODUCTION

The film Contagion, released in 2011, tells the fictionalized story of scientists trying to stop the spread of a global virus and the realistic events of what would happen next. This American film was directed by Steven Soderbergh and written by Scott Z. Burns. The plot of the film closely follows the actual events of the CoVid-19 pandemic.

FILM

Rated: PG-13

Warnings: death and disturbing content, violence, and some language

Run Time: 106 Minutes

Director: Steven Soderbergh

Written by: Scott Z. Burns

Production: Participant Media, Imagenation Abu Dhabi, Double Feature Films

Release Date: September 9, 2011





LEARNING OUTCOMES

In watching this film, consider the events and how they compare to COVID-19: how does the film depict the media, “fake news”, civil unrest, American vs Non-American culture, the ethics of cures and safety, and the simplification of complex issues? Consider also the world’s current response to COVID - how is the world reacting to ‘fake news’, how are different news sources portraying the pandemic, and what are the local and international effects?

BIG IDEAS

The following big ideas and curricular competencies come from the BC’s New Curriculum website: <https://curriculum.gov.bc.ca/>, specifically for Social Studies, English Language Arts, New Media and Visual Arts.

Through this guide, students will consider the differences between fiction and reality by asking questions and by analyzing and reflecting on their own ideas. Students will also reflect critically on the roles of artists and audiences, and how stories and viewpoints can be constructed and transformed to represent certain social, cultural and historical ideas. They will critically consider the ideas within, between, and beyond the texts by which viewpoints are represented, and by which are omitted.

BEFORE

Think-Pair-Share:

- How are you feeling about COVID-19? Do you think the Canadian government is doing a good job in reacting to the pandemic?
- What do you think you as an individual can do to help in your community, or within Canada?
- Why do you think a movie about a pandemic would be made?
- What reactions do you think the filmmakers want us as an audience to have?

DISCUSSION QUESTIONS

- How does the film show the disease being spread? What can we learn from this?
- Who are the creators of this film? Who is the intended audience of this film? Why?
- How does the film portray the characters of the film? Whose 'voices' are heard, and whose are ignored? Consider the characters' ethnicity, wealth, education, nationality, etc. Why do you think these characters were used?
- What areas of regular life are impacted by the virus in the film? Were these the same areas as COVID-19?



DISCUSSION QUESTIONS

- How does the film deal with the following topics? Why are the creators of this film sending this message?

List at least two events that deal with the following topics		
	<i>Contagion</i>	COVID-19
Mass panic	<ul style="list-style-type: none">• Rioting at pharmacy• Looting of grocery stores	<ul style="list-style-type: none">• Toilet paper shortage• Anger towards masks
Social order		
Personal beliefs and ethics		
Process of diagnosing a virus		
Dissemination of information		
Government response to pandemic		
Media portrayal of the pandemic		
Racism		
Choose two of these topics and discuss the similarities/differences between <i>Contagion</i> and COVID-19		





ACTIVITIES

Activity 1

1. In small groups (3-5), create a list of responses to the virus in the film Contagion. Each member will then select a different response and compare it to the COVID-19 response in BC/Canada.
2. Students will:
 - a. Compare and contrast the response to the two different viruses
 - b. Do some research or use personal experience
 - c. When complete, share with group and come to the following conclusions:
 - i. Are the responses in the film realistic or dramatized?
 - ii. Why were the responses between the two pandemics different?
Similar?
 - iii. What can we learn about how to respond to a pandemic effectively in the future?
 - iv. What else can we learn from this?
3. Each group will compile their responses and be responsible for reporting out to the class.



ACTIVITIES

Activity 2

1. Select one main character from the film and plot their experience on a timeline.
2. Use the following questions to guide students in their timeline assembly:
 - a. How do they respond to the pressures of the pandemic?
 - b. Do you agree/disagree with the responses? What would you do differently?
3. Create an alternate timeline of how the student would respond in their situation.
4. When students are done, write a 150 word reflection on what is important to learn about how this character responded to the pandemic?





OTHER SOURCES

- **CDC:**
 - <https://www.cdc.gov/coronavirus/2019-nCoV/index.html>
- **WHO:**
 - <https://www.who.int/westernpacific/activities/preparing-for-pandemics>
- **Covid-19 Government Policy Responses (World):**
 - <https://ourworldindata.org/policy-responses-covid>
- **Contagion actors give COVID-19 advice:**
 - <https://www.thenational.ae/arts-culture/film/that-was-a-movie-this-is-real-life-stars-of-contagion-reunite-to-send-covid-19-message-1.998558>
- **Contagion Reality Check (article from 2011, pre COVID-19):**
 - <https://www.pbs.org/newshour/health/cdc-experts-examine-the-science-of-hollywoods-contagion>
- **CONTAGION Explained: Real-World Pandemic Comparison (Viral Analysis):**
 - <https://youtu.be/5b40T6hg9jA>
- **Media Source Bias:**
 - <https://www.marketwatch.com/story/how-biased-is-your-news-source-you-probably-wont-agree-with-this-chart-2018-02-28?fbclid=IwAR1pbhepPFRcddXC26yCbC6CpH7J3ufygf9OtAbrPYz3PBi086o-C8h7nc8>



Regular Heroes

**Sam
Yousefifard**



MEDIA STUDY GUIDE

INTRODUCTION

The story begins with the Senior Inventory Specialist, Trevor Henry who deals with professional and personal challenges to ensure other people's safety during the COVID19. Then, it covers the story of Burnell Coton, the owner of the only grocery store within a 5-mile radius who helps his community by providing others with the essentials. It then moves on to Athena Hayley, a recently laid-off citizen who commutes hours to go grocery shopping and feed the homeless on Skid Row, despite her financial issues.

This docuseries highlights human sacrifices during the COVID19 crisis. It perfectly portrays the genuine definition of generosity, involvement and unconditional community support.

It focuses on how every individual could serve their community during a crisis by risking their lives to assist those in need during these unpredictable times.

LEARNING OBJECTIVES

STUDENTS WILL BE ABLE TO:

- *Recognize the significance of solidarity in times of crisis*
- *Learn how to make contributions to society during a pandemic*
- *Understand what challenges front-liners face during a pandemic*
- *Learn how to sympathize with others affected by the pandemic hardships*
- *Learn how to persist with the new normal while facing global difficulties*

Key Concepts



PANDEMIC

SOCIAL
RESPONSIBILITY

SOLIDARITY/
UNITY

SACRIFICE

POSITIVITY

PRE-VIEWING QUESTIONS

Who are at the front lines during a pandemic?

What is our social responsibility when a pandemic occurs?

How do you think, we as individuals, can support each other during a pandemic? Any examples of what you would do to show your support.

What challenges would people face in a pandemic?

How to make adaptations to live with the new normal?

THINK 10 MINUTES



POST-VIEWING QUESTIONS

**What did you find interesting
about this movie?**

**What kind of
Personal/Professional
challenges
did the hospital staff face?**

**How did the third main
characters
deal with the financial
challenges?**

**What positivity elements did
you notice in the movie??**

**How was solidarity
demonstrated in the movie?**

ACTIVITIES

Make a PSA about social responsibility during a pandemic

Create one or two photos about COVID19 local and national unity



Create an infographic about acts of solidarity in times of crisis

Create a visual survey about potential personal/professional issues during COVID19 Outbreak (e.g., Lay-offs; Rent Issues; Food shortage)

SOURCES FOR FURTHER STUDY

How COVID-19 fosters support and solidarity

<https://www.undp.org/content/undp/en/home/blog/2020/how-covid-19-fosters-support-and-solidarity.html>

Mexico and Canada, solidarity in times of COVID-19

<https://ipolitics.ca/2020/05/02/mexico-and-canadasolidarity-in-times-of-covid-19/>

What is solidarity? During coronavirus and always, it's more than 'we're all in this together'

<https://theconversation.com/what-is-solidarity-during-coronavirus-and-always-its-more-than-were-all-in-this-together-135002>

"Solidarity" clinical trial for COVID-19 treatments

<https://www.who.int/emergencies/diseases/novel-coronavirus-2019/global-research-on-novel-coronavirus-2019-ncov/solidarity-clinical-trial-for-covid-19-treatments>

